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ABSTRACT

Guidelines for developing a communications strategy for educators involved in school restructuring are offered in this handbook, which stresses the necessity of building support among different audiences. Chapter 1 discusses getting started and explains how to develop a state/district and school communications plan. Chapter 2 offers ways to build support among diverse groups of people, such as business, higher education, and the community, and describes how to utilize opinion leaders and third-party advocates to shape public policy. The third chapter describes how to talk about restructuring in plain language. Guidelines for getting the message out are offered in chapter 4, which focuses on personal communication, letters, and the materials needed for information dissemination. Chapter 5 provides pointers for working with the media, such as conducting successful interviews and writing a news release. Ways to demonstrate the restructuring program and to anticipate and respond to criticism are described in the final two chapters. Appendices contain a sample program description and school profile; information on lobbying, business-education partnerships, and community involvement; letters in support from higher education; questions and answers about restructuring, Re:Learning, and a school effort; sample news releases and a program evaluation; contact sources for Re:Learning Schools programs throughout the states; and available materials that can be ordered about educational reform. (LMI)

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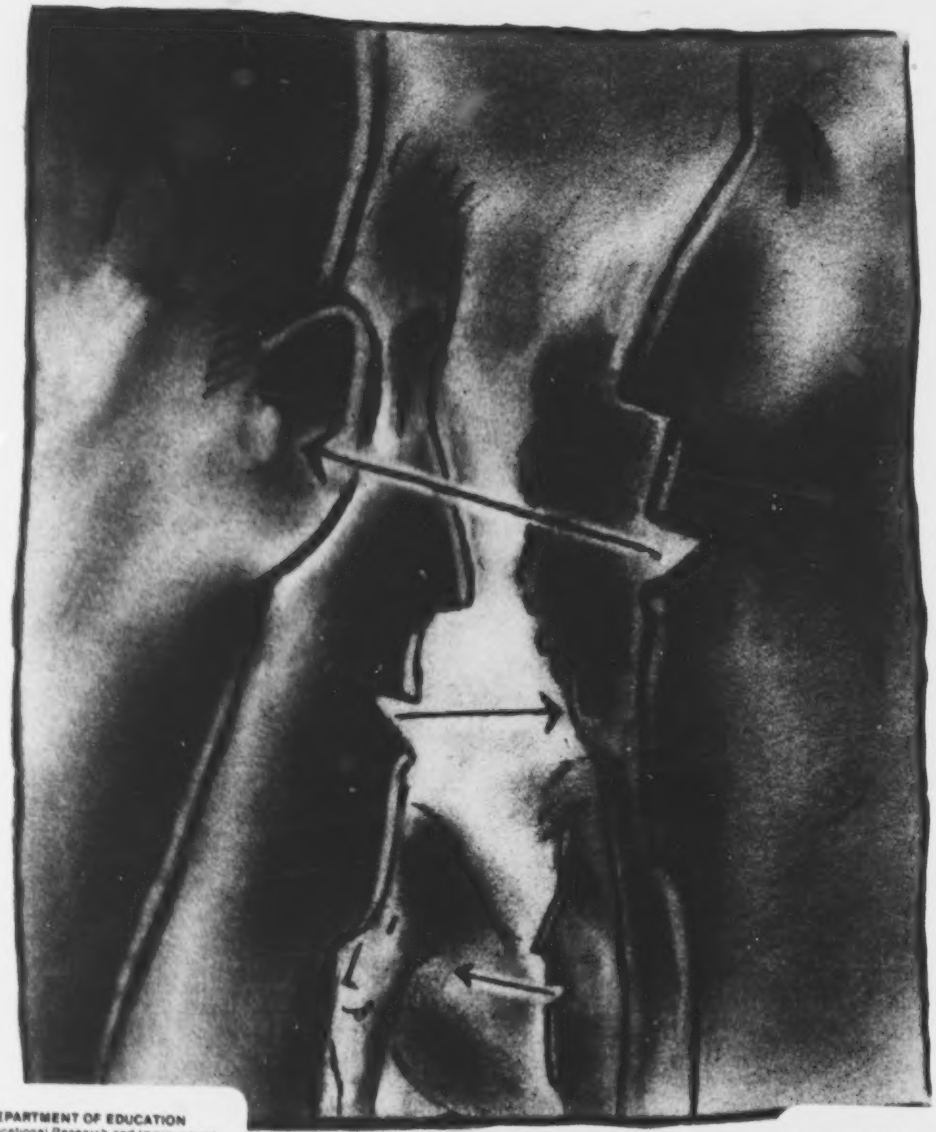

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Communicating About Restructuring

A COMMUNICATIONS KIT
from the
Education Commission of the States

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The Education Commission of the States is a nonprofit, nationwide interstate compact formed in 1965. The primary purpose of the commission is to help governors, state legislators, state education officials and others develop policies to improve the quality of education at all levels. Forty-nine states, the District of Columbia, American Samoa, Puerto Rico and the Virgin Islands are members. The ECS central offices are at 707 17th Street, Suite 2700, Denver, Colorado 80202-3427.

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We and other staff members of the Education Commission of the States (ECS) developed this kit to help state and school people working to restructure their education systems. Special thanks to ECS colleagues Sherry Freeland Walker, Rex Brown, Jennifer Crandall, Anna West and Elizabeth Holman. Special thanks also to Sallie Harris, Sheridan Junior High School, Sheridan, Arkansas; Colleen Hawkins, North Middle School, Godfrey, Illinois; Don Senti, superintendent, Parkway School District, Manchester, Missouri; Tim Westerberg, Littleton High School, Littleton, Colorado; Stephen Dilg, Capshaw Middle School, Santa Fe, New Mexico; Mitzi Hobson, Re:Learning New Mexico; Cheryl Dunkle, Larkspur Elementary, Douglas County, Colorado; Sharon Brumbaugh, board member, Bellefonte School District, Bellefonte, Pennsylvania; Mary Standlee, president, California School Boards Association; Helen Foss, education aide to Governor Mike Castle, Delaware; Pat Ciabotti of the Broward County (Florida) schools; and the Tennessee School Boards Association. These people have shared valuable insights, philosophies and/or material that influenced the nature and, we hope, the usefulness of this kit.

Also, we thank and recognize the many other dedicated people who are working diligently to change education dramatically to improve student learning. Sometimes it seems like there is more unknown about what needs to be done than there is known. Author Lillian Smith sums it up this way: "Faith and doubt are needed — not as antagonists, but working side by side — to take us around the unknown curve."

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I. Getting Started

PREPARING FOR CHANGE

As an advocate of restructuring, you are tackling a big job. You are taking the lead in making changes that will help all children learn more and better.

Change never comes easily.

But you can help it go much more smoothly and gain greater acceptance if you communicate about and involve others in what you're doing.

One of the most important first steps to take when you're involved in change is to develop a communications strategy. By doing so, you immediately begin building support and advocacy for your efforts by reaching out to different audiences.

It doesn't matter how effective you believe your efforts are in the classroom or the board room. Unless you communicate clearly and with the right people, you will quickly face skepticism and opposition and find little support for your initiatives.

If you think we are beating on this point, you're right! We spend a lot of time helping school, district and state agency people whose restructuring efforts are criticized by those who do not understand what is going on and/or have been excluded from the process. That is not to say that everyone will agree if they just understand what you're doing. Some people believe schools are fine just as they are.

This communications kit is a resource guide to help you answer some critical questions:

- What do people want students to know and be able to do?
- How do we talk about what we're doing?
- With whom should we be talking? How do we get more support, both internally and externally?
- How do we respond to questions and concerns about the changes we are making?
- What materials should we prepare to inform people about our efforts?
- How do we best reach people to tell them about what we're doing?

The following pages are filled with how-to's and examples of many communication tools and tactics, such as:

- How to put together a simple communications plan
- How to talk about restructuring in plain language

- How to gain support from diverse groups of people, including parents, students, taxpayers, businesspeople, school board members and legislators

- How to work with the media

The appendices include examples of some of the steps mentioned in this kit. They also include names and addresses of people and lists of publications you can use as resources for more information on restructuring the education system. After reviewing this material, you may want additional information or be interested in sponsoring an in-depth communications workshop or inservice training session for your staff, colleagues and/or community at large. For additional help, call Marjorie Ledell (303-299-3662) or Arleen Arnsparger (303-299-3653), weekdays.

We also would appreciate your evaluation of this kit to help us make it as helpful as possible. An evaluation form is included in the appendices.

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DEVELOPING A STATE OR DISTRICT COMMUNICATIONS PLAN

Restructuring schools requires a broad base of understanding and support from many people. To make changes in schools, you need to involve parents, teachers, students, administrators, school board members, businesspeople, taxpayers, legislators and others in your community. As you begin, keep in mind that **everyone's role in restructuring includes being an effective communicator**.

True communication is a two-way process — a balance of listening to what is important to others and presenting your ideas in ways that respond to their concerns. The communications strategy for restructuring the education system is not a method to manipulate others. It is a commitment to maintain honest, open dialogue and debate about what best meets students' needs.

Communications begins with a plan that focuses and coordinates your efforts for maximum impact. Without a plan, you soon will see your work become fragmented; individuals will easily lose sight of common goals. You will become frustrated that efforts to communicate are not effective. A plan keeps everyone focused on the overall strategy and is designed so that each effort builds on and complements the others.

A comprehensive communications strategy for a state, district or school involved in restructuring is designed to do three things:

- Build support for restructuring
- Develop the abilities of those involved to communicate clearly and concisely about what they're doing
- Help those involved anticipate and respond to questions and concerns about restructuring

What does a communications plan include?

A comprehensive communications plan has at least nine components, which should be tailored to your situation. The following outlines what a state or district plan might include* (see page I-8 for more information on a school communications plan). Many of the steps are described in more detail in the following chapters.

1. **Objectives** — i.e., What do you want to accomplish?
    - Establish an atmosphere of openness that welcomes participation and questions.
    - Enlist school board members as advocates of restructuring.
    - Increase parent participation.

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*ECS can help you develop parts of this plan, as indicated in the text.

- Get business involved in restructuring efforts.

- Develop a timeline and budget for activities.

2. **Strategies** — i.e., How will you accomplish objectives?

- Identify barriers to communication and involvement and remove them.

- Learn what is important to various audiences** and groups.

- Develop and distribute easy-to-understand information about restructuring to specific groups (audiences).

3. **Building support** — i.e., Which groups do you want to reach with information about restructuring? Which groups do you want to involve in restructuring so that they actively support what you are doing?

- For a state plan, identify groups to be involved or informed, including the state business alliance or chamber of commerce, state school boards' and school administrators' organizations, state teachers' groups and parents' groups.

- Bring together ECS commissioners (ECS can help with this) to talk about restructuring. This and the above step help expand the circle of those familiar with your efforts and help build a pool of third-party advocates.

- For a district plan, identify a broad range of community groups — teachers, students, parents, administrators, school board members, businesspeople, taxpayers, civic leaders, community organization members, media and selected policy makers (e.g., state legislators, city council members, county commissioners and members of Congress).

- Make contact with the groups most important to you to see if they will be involved and/or need information.

- Get to know the groups you want to reach. Through focus groups (contact ECS for information on how to set these up), attending meetings of different organizations and personal contact, you will learn what's important about education to each group you wish to influence.

- Hold community forums in schools and districts to distribute information and air concerns.

4. **Message** — i.e., What do you want to say and how will you get the word out?

- Organize your major points by audience, i.e., what legislators need to know is different from the points that will be important to parents. Choose no more than three points for each group.

- Make sure your message is consistent.

**The term "audiences" refers to the various groups who have specific interests and/or concerns in restructuring or other issues.

- Make available to all involved a list of anticipated questions about restructuring. Provide suggested answers if you want (see appendices for questions and examples of answers).

5. **Materials** — i.e., What materials do you need to reach the groups you want to receive your message about restructuring?

   - Review existing print and video materials to determine what works and what is missing.

   - Develop a list of additional materials needed and guidelines for preparing them, including examples of items such as newsletters, fact sheets, brochures and talking points for speeches.

   - Offer inservice training workshops to help persons involved in restructuring develop their communication abilities (ECS can help with this).

   - Bring in outside professionals who have expertise you lack, such as media relations or crisis consultation.*** It costs far less in the long run to pay someone with specific expertise than it does to try to do everything yourself.

6. **Media** — i.e., How do you talk about restructuring to the media? Can you get the media's help in carrying your restructuring message?

   - Visit editorial boards of major newspapers to discuss restructuring efforts.

   - Invite reporters who write about education to visit schools and write stories. Give them facts, statistics (in limited, but helpful doses), names of people to talk to and schools to visit.

   - Write sample news releases for schools that are restructuring and send out releases to announce information of public interest, such as a progress report, new schools participating in your restructuring effort or a major grant received.

   - Prepare and submit guest editorials and letters to the editor.

   - Seek free opportunities, such as public-service announcements on radio and TV and appearances on public-affairs programs.

7. **Showing progress** — i.e., How do you show that restructuring works?

   - Collect data such as attendance and dropout rates as well as anecdotal information you can incorporate into materials and presentations. Identify and collect baseline data (attendance rates, standardized test scores, number of and nature of parent visits, etc.) for your state and/or district and make periodic comparisons to show results.

   - Translate data into user-friendly information and formats.

***"Crisis" communication is needed in times of temporary confusion and/or controversy when there is unusally high interest in what you are doing.

8. **Anticipating and responding to criticism** — i.e., How do you respond and benefit from criticism?

- Make available a list of "red-flag" terms — words and phrases that mean different things to different people and therefore do not communicate clearly. Accompany this list with suggested ways to describe the terms.
- Continue to monitor questions and concerns raised about restructuring to ensure that you know what people are thinking and that you are adequately responding to legitimate concerns.
- Generate a list of spokespeople (Speakers' Bureau) within the state or district; provide basic training to ensure consistent message and understanding of audiences.

9. **Evaluation** — i.e., How will you measure success in accomplishing your communications objectives? How can you check the effectiveness of individual tactics?

- Prepare a monthly report to summarize the distribution of information.
- Survey people attending meetings to determine how well people understand the various terms used to describe restructuring.
- Log phone requests for information by role group (audience).
- Create a file of newspaper articles to determine the extent and nature of media coverage.

We urge you to get a communications team together — those who will take the lead in the communications effort — and map out your communications plan **NOW**. Write it down. Distribute it to individual team members. Extend its usefulness with a calendar, marking deadlines for completing individual tasks. It's never too soon to start, but it could be too late if you're not prepared.

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DEVELOPING A SCHOOL COMMUNICATIONS PLAN

Communications at the school level are the most critical because that is where teaching and learning take place. Improved student achievement must be seen and communicated as necessary and as the primary purpose of restructuring. Support from various constituencies is crucial: students, school staff, parents, business, policy makers and the community at large.

Many schools already have developed good communications plans and strategies. Elements of such strategies are outlined throughout this kit.

Before You Write

Before you develop a school communications plan, get an idea of what your school "feels like" and "looks like" to others. New Mexico encourages districts involved in its Re:Learning effort to "Diagnose the Facets" as per the worksheet on page I-10, but the same framework can be used for schools. Number 5 on the worksheet asks what your school is doing to communicate (newsletters, letters, meetings). Use this information as a basis for developing a communications plan and strategy. Many times schools already have the seeds of a plan and strategy in place but need to formalize it so they are prepared for intensive, consistent communications about what they're doing.

Specifics

In addition to the standard components described earlier in the state/district plan, a school plan needs other information, such as a list of names and phone numbers of people in other schools. Sharing experiences with a counterpart in another school can be invaluable. There's no need to reinvent the wheel; there are plenty of people in other schools who already have learned from their mistakes and successes.

As you develop strategies, remember there's some information that should be routinely available as part of the content of fact sheets, brochures, annual reports or meetings. This information includes:

- A demographic description of your school and community
- Highlights of your school curriculum, instructional methods and assessments of learning and teaching
- School philosophy
- Nature and extent of parent and community involvement

You may also wish to print your school's mission statement on all materials to provide a continuing focus of purpose. As an example, La Colina Junior High School, Santa Barbara, California, adopted this mission statement:

> *La Colina Junior High School will provide a caring setting that will permit students to build academic, cultural, artistic and vocational foundations for the future. With students, faculty, parents and the community working together, our students will develop the skills to be successful in high school and become creative and productive citizens.*

For examples of a school's program description, please see "I. Program Description" in the appendices.

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"DIAGNOSING THE FACETS"*

School and/or District

In teams, analyze where you are in relation to the five facets below. You will need a recorder, observer and facilitator.

1. Describe your *structure*: budget, schedule, staffing plans, curriculum, organizational plans (departments, teams, committees, hierarchy and roles of staff), assessment and any other structures you may have in place.

2. Describe your *culture*: (attitudes, beliefs and habits). What is understood and agreed upon about learning, teaching, students, administrators, managers and purpose of central administration?

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*Adapted from Re:Learning New Mexico.

3. Describe *daily experiences* in your building. Who does the work in and out of the office? What are staff member expectations, attitudes and behaviors? What are manager expectations, attitudes and behaviors? What about travel, planning, materials, interruptions?

4. Describe your *goals and vision.*

5. Describe your *communications efforts* and their effectiveness.

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II. BUILDING SUPPORT

THE IMPORTANCE OF LISTENING

Listening to concerns and questions may be the most important part of your communications plan. To build support for restructuring schools, begin by learning what is important to each group and to individuals. This means listening to what they have to say and taking that information into account when building your communications plan. Effective strategies include:

- **Focus groups** — A focus group can help you determine what the various audiences you want to reach think about restructuring schools. It is a tool to bring together a variety of people to find out how they interpret terms used in school reform, such as system change or students learning to use their minds well. A focus group can also help you get information on what groups and individuals think about certain issues, such as barriers to improving education, how barriers can be overcome and who is responsible and what could motivate them to become supporters of and involved in school restructuring. Focus groups should include people from special-interest groups, such as business, minority cultures, board members, teachers, administrators, parents, students, legislators, rural areas, metropolitan areas, media and others. ECS can help you set up focus groups and find knowledgeable, objective people to lead them.

- **Polling** — Statewide polls of a scientific sample of citizens can provide similar information to help you determine the extent of understanding and support of restructuring. Local newspapers or television stations often conduct regular polls about different issues and could be enlisted to focus a poll on school restructuring.

- **Surveying** — This differs from polling in that it seeks the opinions of a greater number of people than a poll but sparks results that are less scientific. A state, district or school could conduct its own survey of groups such as business or parents to compile opinions about restructuring issues.

- **Community forums** — In community forums, residents of a school community or district gather to hear what you have to say, to ask questions and to air concerns. The format should be devoted largely to listening to those concerns and less to "telling" people what you want them to know.

- **One-on-one meetings** — Leaders of business and parent groups, teachers' and administrators' organizations, the legislature and other groups important to your cause can be invited to talk with you informally one-on-one. This provides a forum for individual attention to concerns and serves to build a pool of third-party advocates who feel involved and informed about what you are trying to do.

What is listening?

Genuine listening doesn't mean giving lip service to concerns and then going about your business. Listening means you must ask questions to ensure that you understand what the concerns are; it often requires reading between the lines and interpreting what a question might really mean. For example, a mother who asks about a plan to group children in multi-age classrooms may really be concerned that her young child will be bullied by older children or made to feel he or she is "dumb" in a classroom that includes a wide range of knowledge. What you hear doesn't have to dictate precisely what you do, but it does mean you have to find ways to ease concerns and make sure people understand what you want to accomplish and why restructuring is required. Failure to address concerns will result in failure of your restructuring plan.

The information you put together must address each group's specific needs and interests. For instance, businesspeople will want to understand what improvement can be expected in the skills, knowledge and abilities of graduates.

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IDENTIFYING OPINION LEADERS

The restructuring of an education system depends upon support and participation from many groups inside and outside of education. The individuals who make up these groups form opinions about issues, including restructuring, in many ways, such as discussions with other opinion leaders and information they get from television, newspapers, trade publications and organization newsletters.

Opinion leaders are people who serve as sources of information about issues and, in an informal sense, frame issues for discussion, debate and action. Some opinion leaders are visible and easily distinguishable, such as the superintendent, who is an opinion leader by virtue of his or her position. Some are not necessarily visible or distinguishable, e.g., nonprofit foundation board members, political campaign managers, fellow workers, church members or even neighbors. **Invisible or low-profile opinion leaders can be even more influential than those who are more visible.**

Generally, opinion leaders are:

- Highly interested in issues such as education and restructuring
- Better informed on issues than the average person
- Avid consumers of information in newspapers, magazines and on television and radio
- Early adapters of new ideas, i.e., they tend to try out new ideas, and, if the benefit is apparent, they accept and recommend the idea to others
- Good organizers who can get other people to take action
- Readers of education publications

Your ability to reach and talk to these people will influence the amount and nature of support you gain for restructuring.

How do you identify these opinion leaders? Look at people who frequently attend civic meetings, ask insightful questions, are leaders or members of community or education groups (even those outside your school community or district), volunteer to help with school activities, request information, assume leadership positions in the school and generally display an interest and knowledge of how you are making changes to improve student achievement. Develop a list of these opinion leaders and make a special effort to keep them informed through all appropriate communications tools. Try to involve them early in your efforts.

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THIRD-PARTY ADVOCATES

To achieve favorable public opinion and gain support for restructuring, you should also consider obtaining the support of "third-party advocates." **These are people who, although they are not a part of your organization and don't directly benefit from your restructuring efforts, are willing to state their support publicly.** They also may be the same people who are opinion leaders. The difference is that you are actively seeking public endorsement for your restructuring efforts from third-party advocates. Not all opinion leaders are third-party advocates and vice versa.

Third-party advocates are usually characterized by a high profile in the community or state. They frequently and somewhat easily draw media attention. They have strong **credibility** with particular audiences. This credibility means that they make a message more believable because the audience perceives them as having one or all of the following: **knowledge, expertise, sincerity** and **charisma**.

You can learn a great deal about third-party advocacy from the practice of advertisers. For example, a manufacturer of athletic shoes chooses a star player to serve as spokesperson and advocate because he has sports expertise. This increases the product's credibility. Or, an advertiser may choose someone less well known but whose position lends credibility, i.e., a relatively unknown physician recommending a specific brand of aspirin.

If the audience perceives the spokesperson as attractive, self-assured and articulate, projecting an image of competence and leadership, the spokesperson is said to have charisma. Charisma is another ingredient of credibility.

With a solid communications plan and an effective mix of communications approaches, you may find the endorsement of a third-party advocate will push your restructuring efforts to an even higher level of understanding and deeper level of support.

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SHAPING PUBLIC POLICY

Public education is the business of everyone. This reality puts you right in the middle of the public policy arena and requires that you know how to use policy to improve student achievement.

Make no mistake about it — **when you talk about policy, you also are talking about politics.** Understanding politics is necessary in order to influence policy effectively.

Lawmaking is a process that involves thousands of state and national legislators and continues in one form or another throughout the year, whether legislatures are in session or not. Many committees meet between legislative sessions, often holding hearings around the state and country. A *comprehensive* knowledge of policy making in legislatures and the U. S. Congress may be desirable, but it is not practical for most people.

However, everyone involved in restructuring should establish relationships with state legislators because education is the constitutional responsibility of the states, and states exercise enormous power over education. It is through these personal relationships that you can help shape public policy on education so it best serves the interests of students and their communities.

In the appendices, you will find the perspective of one group experienced in shaping public policy (see II. "Lobbying"). The League of Women Voters exists to promote informed, active participation in government through education and advocacy. This group and others involved in shaping public policy agree on general approaches of how to lobby, or influence, public officials.

In addition to lobbying your legislator, you can create a working relationship with him or her in the same way you create and communicate with other groups.

For example, invite legislators to see what is going on in schools, the district office, board room or community. Remember to include policy makers when you send news releases, newsletters or host special events. **It is easier to talk with people you know informally and who are used to seeing you when you are not asking for something.**

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BUSINESS-EDUCATION PARTNERSHIPS

Good working relationships with businesses are beneficial for a variety of reasons. Businesses contribute ideas to curriculum, development and instruction, articulate the need and means for restructuring (advocacy) and can be a source of specialized services. **Businesses generally want to be involved, not just give away money.**

When you approach businesses for assistance, be specific in describing your needs for their expertise and resources. Keep these general points in mind:

- Tailor the request to the nature of the business, not to the amount of money the business makes. For example, ask for an in-kind contribution of technical expertise from a software company.
- Tie each request and relationship into your overall goals for restructuring.
- Seek assistance that clearly helps to increase student achievement and enhance the business community's image. Monitor results and be generous with praise and recognition.

Contributions businesses can provide to enhance student learning directly or indirectly include:

- Internships, apprenticeships, specialized training and/or sabbaticals for students, teachers and administrators
- Incentives and flexible work hours to encourage employees to be active in schools, e.g., attend parent/teacher conferences, serve as guest presenters, donate professional expertise in communications, technology or some other field and serve on the board of education
- Formal recognition of teacher(s) and/or student(s) of the year
- Opportunities for teachers and students to work outside the community, state and/or country
- Community forums for business and education advocates, policy makers and lobbyists to discuss and debate education issues

Such projects can create and sustain good working partnerships with business. These partnerships, in turn, can lead to strong coalitions that focus public attention and support for restructuring education on improving student achievement. See the appendices for information on the Texas Business and Education Coalition, a statewide partnership of business and education leaders formed to bring together and focus the many interests working to restructure schools in that state (II. "Business-Education Partnerships").

There are numerous other strategies and actions for building business partnerships. The publication list in this kit includes some resources that may be useful. *Statewide Restructuring of Education: A Handbook for Business* is highly recommended for ideas, do's and don'ts and coalition building. Your local chapter of the National Alliance of Business or Chamber of Commerce may have related materials.

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HIGHER EDUCATION AS AN ALLY AND ADVOCATE

When you're building support for restructuring, it is important to remember that institutions of higher education have an intense interest in prospective students. In fact, **if higher education doesn't support your efforts, college-bound students and parents won't either.** (See the appendices for sample letters of support from colleges to a high school well under way in restructuring – II. "Letters of Support from Higher Education").

Communicating with colleges and universities through letters, publications and site visits about course requirements and graduation requirements creates an opportunity for ongoing dialogue and shared expertise. Higher education may help shape what you do and you may influence teaching, learning, curriculum, instruction and assessment at the higher education level.

Such contact with higher education institutions is only the tip of the iceberg. **School restructuring to achieve new national and state education goals cannot be achieved without participation from all levels** — preschool through graduate school. And school restructuring is a great opportunity to bring schools and colleges together to work as one system, which will be necessary for reform to succeed in the long run.

In devising your communications plan for restructuring, remember to include colleges and universities in your state or local area. As some participants in effective school/college partnerships have said: "When teachers, college faculty, city and school district administrators work as equal partners, they put a new breath of life into educating our kids."

Some areas on which schools and colleges can work together include:

- Learning expectations and curriculum
- Teacher preparation and continuing education
- Ways for colleges to provide schools with feedback on student performance
- Ways to increase student aspirations and preparation
- Ways to share facilities, technology and faculties

For more information on these partnerships, contact the State Higher Education Executive Officers, 707 17th Street, Suite 2700, Denver, CO 80202; 303-299-3686.

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INVOLVING THE COMMUNITY

Restructuring education to improve student achievement can be initiated at the school, district or state level. **However, long-term success depends on support from people in the school community.** People need to see the benefits of changes in teaching, learning, instruction, curriculum and assessment. If they don't, you will hear, "If it ain't broke, don't fix it."

Involving parents and other community members used to mean asking for money through bake sales, car washes and magazine subscriptions or asking people to file in the school office, staff the playground or read to students in the media center. But the needs of schools have become more diverse, reflecting the demands of society not only to educate students but also to nurture, counsel and intellectually challenge children. Businesses are pressing schools to graduate students who can work on a team, access and analyze data, communicate and contribute to society. But schools cannot meet these expectations without community support.

Realizing and valuing community support is the crucial first step in involving people outside the school in your commitment to improve student learning. Good communication begins with understanding that there is really no disagreement with the goal to better serve the education needs of students and the communities in which they live. Virtually everyone shares this goal.

See the appendices for a look at how a school district can involve its community (II. "Community Involvement").

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III. Describing Restructuring

HOW TO TALK ABOUT RESTRUCTURING

There's nothing mystical or mysterious about restructuring. **But to those who are trying to understand the changes being made in schools, the language of restructuring — the jargon — is getting in the way**. Jargon is language used inside a profession that other professionals understand but not those outside. For example, "whole language" and "integrated learning" have precise meaning to educators, but many parents think these terms mean a deviation from solid basic learning.

When you talk about restructuring, your goal is to help others understand so they will feel comfortable with changes being made in the schools, participate in the process of improving schools and support the efforts that are under way. **If you confuse people with a language they do not understand, you will not accomplish your goal.** In fact, you often will alienate the very people whose support and understanding you need. As we have been seeing in school districts around the country where ambitious restructuring efforts are under way, whenever people feel they are not getting adequate answers to the simple questions they are asking, they become angry and hostile.

A conversation about restructuring should always focus on the results you are after, not on the means to reach those results. For example, a parent wants to know how his child will benefit from the changes you are making. A businessperson wants to know in what ways potential employees will be better prepared for jobs. Changing assessment procedures or classroom structure are merely means to an end. First, describe the results you're after, then show how specific changes will lead to those results more effectively than what you are now doing in the schools.

The following pages give examples of how to talk about some of the changes you are making while always keeping in mind what results restructuring will bring.

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GIVING A CONTEXT TO RESTRUCTURING

When describing restructuring, words and phrases you use as professionals (jargon) may have no meaning or may result in a distorted understanding by those who are uninformed and/or opposed to your efforts. Here are some examples to help you avoid jargon and understand what certain words connote.

1. **Critical thinking.** This could be explained as developing the capacity to think in a thoughtful, discerning way. Using the phrase "critical thinking" may make people think you are stressing criticizing rather than thinking and reasoning in ways to solve problems, analyze data and recall and use information.

2. **Experimental education programs**. When describing restructuring efforts, avoid calling specific actions "experimental." Instead, emphasize that the actions are innovative and well-researched. In general, don't use terms that could connote children being experimented upon with some hairbrained researcher's latest idea or fad.

3. **Self-esteem as an element in educating children**. This word sometimes conjures up the idea that schools are asking staff, especially teachers, to be psychologists and social workers. Everyone acknowledges that teachers are licensed to teach, not to practice psychology. Self-esteem goals must be put in the context of academic goals, i.e., relating academic goals to self-esteem, not emphasizing increasing self-esteem "just" to persuade a youngster to "try harder" in school.

4. **Cooperative learning.** Like the word self-esteem, this phrase should only be used in the context of overall learning goals for **all** children. Cooperative learning calls for students to work in pairs or small groups to study, solve problems and complete assignments. The teacher is a resource and mentor to each group and results are evaluated on the basis of individual achievement of group goals. More and more research suggests cooperative learning improves student achievement for students, not just those labeled as slow. Therefore, cooperative learning should emphasize expected results, not the process of group interaction.

5. **Working in groups.** Again, this phrase should be used in the context of expected academic results for all students. It is not just a process that caters to "the slow kids." Classrooms should not be depicted as if they are "encounter" or "therapy" sessions where no one pays attention to the teacher or academic goals.

6. **Mastery learning.** Because this phrase conjures up the image that all students must master a set of knowledge or skills before the class can move on to additional material, it, too, should be used only in the context of expected academic results. In fact, the continued viability of this phrase is in question and may no longer be appropriate, whether or not it is used in context.

7. **Whole language.** This is a volatile phrase in the eyes of many groups, to whom it usually means throw away phonics and traditional grammar rules and practices and "guess" at what language is supposed to say and accomplish. In fact, some of the most vocal opponents are teachers, and they pass this on to students and parents. This phrase and approach needs a convincing sales pitch because the evidence that it is a sound approach is only preliminary.

8. **Global education.** This phrase means providing children with an education that will enable them to help the United States compete in a global economy. The emphasis needs to be on **compete** instead of the vast need to understand the world. Opponents believe global education suggests eliminating patriotism and the belief that the United States isn't the best country in the world. While schools using global education do emphasize understanding the world, they also believe the United States must be a strong country to compete and responsibly help the world community.

9. **Teacher as coach.** This is a troublesome phrase to many. Some people don't like sports coaches or sports at all for that matter. So, to suggest all teachers act like coaches may not be the most descriptive, helpful term to use. Teacher as mentor, guide, facilitator and resource seem to be good terms. The point to be made is that teachers must do **more than lecture.**

10. **Decision-making skills.** Some people worry that children will be taught to make their own individual decisions about everything, including drugs and sex. Decision-making skills must be used in context of their purpose to advance achievement of academic goals. Decision making and good thinking skills are required for a number of reasons, including helping children learn to protect themselves from dangers that may not necessarily look like dangers, such as the nice person who offers them a ride or gives them something fun to sniff. Good thinking and decision making also are vital to succeeding in college and employment.

11. **National curriculum and "local control."** Many people believe that if a national curriculum is established, local control of education will be greatly eroded. But "local control" is a phrase that can mean two opposing views. A significant number of people interpret "local control" to mean the school board controls decisions instead of the site-based councils/committees in schools. National goals help identify a national vision for improved education, but to prescribe the exact curriculum to get there is a detailed task that would end up creating one curriculum for every school and community. Each school and community has its own unique needs and must be allowed to serve its constituents in the way it sees best.

12. **School-based decision making.** This phrase relates to number 11 and needs to be described and advocated as a way to get decisions directly affecting students made at the level closest to the students. It is not advocated just because it is the latest management fad. Rather, it is a democratic, shared decision-making process that reflects traditional American values of people pulling up their collective shirt sleeves and working together to ensure a promising future for the nation. By having a cross-section of the community involved, the values of the community are expressed in decisions about curriculum, budget and personnel.

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COMMONLY ASKED QUESTIONS ABOUT RESTRUCTURING

When you develop a question-and-answer sheet, it should be brief, to the point and in plain language. ***Avoid jargon.***

For example:

Q. What is restructuring?

A. Restructuring is determining how well students are learning, how much better they need to learn, and what changes are needed to accomplish the necessary improvement.

In developing the list of questions, think about the various people who want to know what is going on and why. Ask yourself what questions you would have if you were a student, parent, businessperson, school board member, news reporter or taxpayer in the community. Then write the answers in terms of what is important to these groups. Sometimes, you may want to do several versions of the Q's and A's to speak more clearly to each group. See the appendix for examples of answers to questions about restructuring in general, Re:Learning in particular and about one school's restructuring efforts (III. "Examples of Answers to Questions About Restructuring," "Questions and Answers About Re:Learning" and "Questions and Answers About a School Effort"). Here are some of the questions we have found to be most commonly asked.

1. What is restructuring?

2. Does restructuring just recommend changes in teaching and learning, or does it also offer suggestions on ways to change laws, regulations and administrative practices?

3. I want to know more about what differences I'm likely to see in classrooms where there is restructuring. For example, do teachers concentrate on teaching students whatever makes students feel good about themselves or teaching important facts, knowledge and skills expected in the workplace?

4. Are fewer subjects taught in a restructuring school?

5. Should schools offer fewer subjects?

6. If restructuring means fewer subjects are taught, does it also recommend fewer teachers?

7. What about extracurricular activities and vocational education in a restructuring school?

8. Does restructuring necessarily mean school-based decision making and/or site-based management?

9. Is restructuring based on the idea that all students are capable of learning the knowledge and skills necessary to be productive citizens?

10. If you're going to try and educate all students, aren't you preventing the best and brightest from getting on a fast track to maximize their potential and overlooking the majority of students who are considered average?

11. If you're going to try to help all students reach their abilities, doesn't that mean schools are going to need much more money and staff?

12. Education already costs too much; how can you justify any increase in school budgets for restructuring efforts?

13. Can you prove restructuring will result in better learning?

14. What are "exhibitions of mastery for students" and "portfolios?" Are these the only evidence restructuring schools have that students are learning?

15. So far there is no data that proves restructuring is the best way to improve public education. Do you expect people to just trust that it will work?

16. You have focused a great deal on schools and their respective communities. What is the role of administrators and policy makers in restructuring? Give me some examples of how they are carrying out their roles.

17. Is Re:Learning a "type" of restructuring? What is Re:Learning? Do you recommend it?

IV. Getting the Message Out

FACE-TO-FACE COMMUNICATION

In this day of high technology, there are numerous ways to get your message to those you want to involve in your restructuring efforts. These range from virtually cost-free efforts such as inviting parents to a school meeting to producing expensive videotapes or teleconferences that carry your message in glitzy, high-tech fashion. However, **face-to-face discussion is still recognized as the most effective communications tool.**

Informal meetings, group breakfasts or lunches, coffee breaks, group "rap" sessions or question-and-answer sessions with officials are among the most widely used forms of face-to-face communication. These are also the best opportunities for you to listen and learn what concerns people have about restructuring and what they want and need from the education system.

Although less structured than many other means of communication, face-to-face communication should be deliberate and planned. Whom do you want to reach? What do you want to say? What do you want your audience to know, believe and/or do?

Include face-to-face communication in your plans to form relationships with key audiences, those people whose knowledge of and support for restructuring is essential.

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LETTERS

Letters are an effective means of communication, especially since they can easily be personalized using today's word processing technology. As part of your communications plan, create letters with the basic principles of the communication process in mind. In other words, know your audience, appeal to his or her self-interest, state your message clearly in terms familiar to the audience, and complete the message with your suggestion about what you want the recipient to do.

Here are some general guidelines:

- **Date correspondence.** It helps make it personal.
- **Open with an appropriate salutation** — personalized, if possible. A headline also can be used to open a letter.
- **Write in a conversational tone**, using common language. Visualize the person and develop a "you-me" relationship with the reader.
- **Use a "hook" in your opening paragraph** — an attention-getting statement or question. Grab your reader and motivate him or her to read on. Start with the greatest benefit you can offer to the reader.
- **Use short words and short sentences.**
- **Use bullets** (•) to highlight facts in support of your main points.
- **Make your message believable.** Quotes from third-party advocates are helpful.
- **Draw attention to important points or phrases with boldface type**, underlining, capitalization or larger type size.
- **Invite your reader to take a specific action** — attend a discussion session, fill out a questionnaire and/or participate in an event.
- **Close with a personal signature.**
- **Summarize message with a "P.S."** (people read them).
- **Personalize the envelope** in any way that is reasonable, such as name, not "occupant," or a customized postage message.

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MATERIALS

It is important to prepare materials that tell your story in a simple, concise way. Though you will want to tailor information for specific audiences, there are some basic pieces useful for all audiences. These include:

- **Fact sheet** (one page).

  Basic demographic information about your school or district, dropout rates, attendance, percentage of students going on to college, philosophy or mission statement, brief description of current restructuring efforts and whatever else is pertinent.

- **Brochure.**

  Still short and simple, this offers a more colorful description of what makes your school special. It might contain several brief anecdotes or testimonials that make your school restructuring effort come alive.

- **Newsletter.**

  This contains current information about changes you're making, progress, articles from students and teachers about their experiences in a restructuring school and a calendar of upcoming events.

- **Profile of your school.**

  A restructuring school often does not look "traditional" and to some may appear somewhat disorganized and chaotic. You should provide visitors an overview of your school and a guide to what they are seeing. For example, "At Logan Middle School, you will see students working cooperatively in groups. This approach more closely resembles the workplace environment where individuals benefit from one another's thinking and jointly arrive at conclusions and action. This gives each student the opportunity not only to learn from the teacher, but also to learn from and better appreciate views expressed by others." See the appendices for a description of a Re:Learning school (IV. "School Profile").

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SHOULD YOU PRODUCE A VIDEO?

In today's high-tech world, many people think that to make an impression, they must have high-tech materials. But producing videos or using interactive technologies is expensive and time-consuming and requires expertise. Before considering video productions, these initial questions should be raised and answered:

1. What is the purpose of the video?
2. Is a video the **best** way to achieve this purpose?
3. Who is the audience?
4. Is the deadline reasonable for completing the project (at least four weeks are needed).
5. Is the video meant to be shown as a "stand-alone piece" or in conjunction with other materials and/or a formal meeting?
6. Who will show the video — one speaker, set of speakers or will it be checked out to third parties? Will speaker(s) be trained?
7. How will you know if the video accomplishes its purpose?
8. How long a "shelf life" will the video have — how quickly will it be dated?
9. What are the financial considerations? **You should budget at least $1,500 per finished minute for a professional video of good quality.** Costs will vary dramatically depending on the following factors: number of locations for shooting (travel costs), type of tape and equipment used, amount of graphics and special effects needs, cost of professional narrator, music, cost of editing facilities — technical quality of equipment needed and cost of outside producer and script writer.
10. Do you have access to "in-kind contributions" for any facets of the video production and distribution, such as donated use of camera and other equipment, professional narrator, producer, scriptwriter and editor?
11. Do you have an available person with the skills and experience needed to serve as executive producer, i.e., oversee video production? Do you know what to look for in a producer?

12. Do the people who will be working on the project have the credentials AND enough time to complete the video by your deadline?

THE MOST IMPORTANT STEP IS TO CALL ECS TO HELP YOU ANSWER THESE QUESTIONS.

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V. Working With the Media

UNDERSTANDING THE MEDIA

The media can be the best way to get information about the changes you're making in the schools to a large, diverse audience. In general, you have three opportunities to work with the media: when you bring a story idea or issue to the media, when you contact the media to cover a specific event and when a reporter wants to do a story about what you're doing.

A simple media strategy is an important part of your restructuring efforts. You might want to bring in an outside professional or ask a local university public relations department to work with you. Your strategy is likely to include these actions:

- **Develop a media list** which includes those media outlets that reach segments of the audience you want to keep informed. Mail information to these people periodically.
- **Send out news releases** to announce events, report on progress and announce grants awarded to support your restructuring efforts.
- **Invite individual reporters to schools** that are in the process of restructuring so they can see and better understand the changes that are taking place and talk with teachers, students and parents involved in the effort. (Develop a "road map" of the school that points out what a reporter should be looking for to grasp quickly what is happening in that school and why.)
- **Develop a simple fact sheet about the restructuring effort** that uses plain language and answers most commonly asked questions about the changes you're making.
- **Identify those individuals who will serve as spokespersons** for the restructuring effort and be called upon for interviews.

Many people try to avoid the media for fear that a reporter is looking for a negative story. Though some stories certainly develop out of controversy, most reporters are only looking for information to pass along to their readers, viewers and listeners. **By maintaining good media relations, you will go far in promoting fair, balanced coverage of your restructuring efforts that will carry you through those times when controversy arises.** When reporters understand the issues and have good information, they can be more accurate and timely. Although this never guarantees "positive" media coverage, it does mean reporting probably will be more objective.

On the next two pages you'll find tips on how to work successfully with the media.

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TIPS FOR A GOOD RELATIONSHIP

- **Always take an offensive, rather than defensive, position.** Present your information in a positive way.
- **Be a resource.** When you see a national or other local story about restructuring, call a reporter and offer your spokespersons for local-angle interviews.
- **Do not misuse the media** — only go to the media with information that genuinely serves the public interest.
- **Don't contrive phony "news events"** to draw attention to your efforts. Always offer solid information.
- **Understand each medium** — requirements, deadlines and readers (listeners or viewers).
- **Be cooperative.** Provide information upon request. If you don't know the answer, say you'll get back immediately with information, then do it.
- **Be honest.**
- **Honor deadlines.** Because a reporter's job is governed by tight deadlines, reporters appreciate having those respected.
- **Know the other side.** If there are individuals criticizing or voicing concerns about the changes being made, find out exactly what their concerns are so you can give the media appropriate answers.
- **Admit mistakes.** If something isn't going well, be honest about it. Be prepared to explain what you're doing about it.

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HOW TO HAVE A SUCCESSFUL INTERVIEW

- **Know in advance the points you want to highlight.** Make a list of no more than three points you want to get across, then find a way to fit them into the interview. *If you offer too much information, your interview will be confusing and the reporter won't be able to put together a good story.*

- **Never say anything you don't want to see in print or hear on the air.** This includes casual remarks, jokes, personal comments and opinions.

- **Answer only what you are asked.** Don't elaborate unless the three points you want to make are not covered in the questions.

- **Be spontaneous.** That leaves a better impression with the public.

- **Never say "no comment."**

- **Don't ask for questions in advance.** It's okay to ask for the general areas the reporter will be interested in talking about so you can be better prepared.

- **Don't ask to see the story before it runs.**

- **Understand the requirements of an interview** for print, TV and radio and be prepared to be interviewed for each. If you aren't familiar with the differences, ask local reporters about their expectations.

- **Be concise.** The jargon that you use internally is not appropriate for the media or any other outside audience. Use language that clearly and simply describes what you are doing.

- **Anticipate what will be asked** and think through your answers to those questions. Then, you'll always be prepared.

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POINTS OF INTEREST TO THE MEDIA

The media will have a variety of questions, but **most questions will relate to what costs money, affects the most people and is controversial**. For example, does restructuring:

- Increase the budget? ... to pay more to teachers, principals or to purchase additional instructional materials?
- Cause personnel reductions or reassignment?
- Require teachers to know many more subject areas?
- Lead to difficulties with unions in such areas as salary, teacher certification and use of inservice education time?
- Affect prospects for students' being admitted to college?
- Result in brighter students being neglected in order to help disadvantaged students?
- Guarantee increased student achievement?

The media will always want evidence that what you are doing works.

- How and when will results be measured?
- How will you track progress along the way?

Many more questions will arise, but thinking through how to answer these will help you be prepared.

For example, you might answer No. 1 this way: "Although the budget might increase some, most of our efforts are being carried out through reallocation of existing resources — money and time. We know a great deal can be accomplished to improve student learning by doing things differently and more efficiently."

You may receive follow-up questions that will allow you to expand on these points. But what you say initially sets the tone. Don't ramble. Focus your answers and be responsive.

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HOW TO WRITE A NEWS RELEASE

The news release is one of your primary ways to communicate with reporters. It does not take the place of personal contact. However, **news releases are helpful to maintain visibility with your local media** and to inform them about information and events that warrant media coverage.

Ways to use a news release to draw attention to your restructuring efforts include:

- To report progress
- To announce an upcoming event
- To announce a business partnership or grant awarded to your school, state or district

A news release should be structured in the same way as a news story — a headline followed by the so-called "inverted pyramid." The headline is used to attract the reporter's attention. Then the most important information goes in the first sentence or two, the middle paragraph(s) give necessary details and the least important information is in the closing paragraph. The reason? If a reporter is not "grabbed" by the information you give in the headline and the opening paragraph, he or she won't bother to read the rest.

The news release answers the following questions: who, what, when, where and, if appropriate, why and how? For instance: Who is involved in the event? What is the event? (describe it) When and where will the event take place? Why is the event being held? How is it being carried out? (The last two questions often do not need to be answered.)

Only include the information that is necessary to understand the story. Extra information should not be included in a news release. Also give the name of a person reporters can contact for more information or to arrange interviews.

News releases should only be sent out when there is worthwhile information to report. Reporters are inundated with news releases. If you send them too often or include information that is clearly not newsworthy, reporters will stop paying attention to what you send and are likely to overlook or ignore worthwhile news releases. The best way to know what kind of information and story ideas interest reporters is to read papers, watch TV news, listen to radio news and **talk to reporters individually**. Tell them what you're doing and ask what kind of information they want you to send.

See the appendices for sample news releases (V. "Sample News Release").

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VI. Showing Progress

HOW TO SHOW PROGRESS

It's imperative to find ways to measure progress and communicate about that progress as you move ahead with restructuring. Everyone with whom you are dealing — parents, school board members, legislators, media, businesspeople — wants evidence that the changes being made are having the desired impact.

You can show continuous progress in various ways, including:

- Improvement in test scores
- Statistics about students, such as dropout or attendance rates, reduction in disciplinary actions, etc.
- Anecdotal information from teachers, students, administrators, parents
- Survey results

For those schools involved in Re:Learning, the Coalition of Essential Schools is beginning a 10-year data-collection effort, "Taking Stock," which will provide useful information on Re:Learning schools on a regular basis. Obviously, you cannot wait 10 years to have something to show, however.

To deal with this need for continuous information, other schools and districts, such as Broward County, Florida, have devised their own evaluation methods that you might find helpful. See the appendices for information on what Broward is doing (VI. "Program Evaluation"). Also see the appendices for contact people in Re:Learning schools and states. These people can provide more information about what their schools are doing (VI. "Re:Learning Schools and States").

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VII. Anticipating and Responding to Criticism

PREPARING A PLAN

There will always be people who disagree with the changes you are making. Often what appears to be disagreement is merely the result of a lack of information. **By communicating clearly, keeping people informed and building support among key groups as you restructure, you'll minimize the criticism that comes later.**

Disagreement also grows from philosophical differences about what is in the best interests of children. Your goal isn't to change the minds of people resolved to oppose restructuring. Your goal is to reach those who don't yet understand restructuring.

As you develop a communications plan, realize criticisms and concerns will be expressed periodically. Think through how you will handle criticism and controversy and develop a plan that considers the following:

- **Remember, you are accountable.**

  You have a responsibility to answer questions and concerns. Public schools are accountable to the public. Private schools have the luxury of only being accountable to those paying tuition. Answer concerns and questions beforehand with clear, concise fact sheets, brochures, newsletters and other material. Hold meetings (one-on-one or in small groups) and community forums to keep people informed and involved in your school and district activities.

- **Learn what bothers people.**

  Identify areas of concern, as well as words and phrases people may not understand. Use plain language in your conversations and materials and avoid "red-flag" terms. Red flags are terms people don't understand and/or find offensive. Many "jargon" words and phrases used to talk about restructuring have become red-flag terms (see Red-Flag Restructuring Terms on page VII-5).

- **Listen to other people's concerns.**

  Remember that good communication is not just taking turns talking. Be a good listener, so you can understand and respond to a person's concerns. When you communicate about what you're doing, your answers and body language must be respectful, open and non-defensive. This isn't always easy. Where children are concerned, emotions often run high. But you're the professional and you can shape the tone of the discussions.

- **Don't allow yourself to be insulted.**

  You don't have a responsibility to respond to outrageous accusations or personal insults. You have a right to be treated the same way you treat others.

When someone is in an irrational, aggressive frame of mind, keep your emotions under control and tactfully suggest scheduling another time to talk. Don't accuse the critic of not being in control or being irrational; just say another time to talk would be helpful for a variety of reasons, e.g., getting more information or having other people included in the discussion.

- **Call on your third-party advocates.**

  Remember to call upon those people and groups who understand and support your efforts. Often a businessperson in the community or a state legislator has the credibility to help describe and promote the need to restructure. People outside the school community and district are seen as having a larger perspective on issues based on knowledge about other schools and communities.

- **If things get out of hand...**

  Sometimes, no matter what you do, things get out of hand and an atmosphere of skepticism degenerates into alienation and organized opposition. If this happens, use the following steps to guide you through the "crisis" and then get back to your basic, solid communications plan.

  Make sure you clearly know the issues and have identified the individuals raising them. Don't respond to rumor or personal opinion. Gather available facts and any materials being circulated.

  Don't overreact. Once you review the available information, you might find that it's possible to end the controversy easily by having a conversation with the individuals involved.

  Select in advance who your spokespeople will be during a crisis. These individuals will handle inquiries from the media, parents and others in the community. Brief them about the accusations and your response. Your school and district should respond with "one voice" about the situation. Give them a list of anticipated questions and your suggested response.

  Brief your entire staff. No one who works in your school should be left to guess about what's going on. They'll be hearing rumors. Don't leave them in the dark. Tell them what has occurred, what steps you're taking, who your spokespeople are and how they can help. Ask them to refer inquiries about the situation to one of your designated spokespersons.

  Prepare a written statement (from the principal or superintendent) that can be given to persons asking about the situation. The statement will serve to answer their immediate questions.

  Provide an open forum where the issues can be discussed and all points of view can be expressed.

  Invite the media and others into your school so they can see for themselves what changes you're making. Provide written information for them and a "road map" so they know what they're seeing. Describe how what they are seeing will lead to greater student achievement than more "traditional" approaches.

Don't be on the defensive. Freely respond and offer information to those requesting it. Be honest and don't stonewall. Never say "No Comment!" Speak positively and enthusiastically about what you're doing in your school. Show how your efforts are focused on improving student learning and how the changes you are making will help you accomplish that goal.

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"RED-FLAG" RESTRUCTURING TERMS

Always use simple, clear language. The following is a list of terms often used by those involved in restructuring. The "definitions" were given to us by individuals opposed to restructuring. You can see why it pays to use jargon-free language!

- **Critical thinking.** Learning to criticize your parents, question values
- **Experimental.** Anything that doesn't have hard data supporting its merit
- **Outcome-based education.** Teaching to the test
- **Self-esteem.** Therapy, people (teachers) not licensed to practice psychiatry performing therapy on kids; behavior modification, getting children to conform
- **The nine common principles** (developed by Theodore Sizer) — a manifesto
- **Cooperative learning.** One dumb kid learning from another dumb kid
- **Working in groups.** Turning the classroom into an encounter session, "discussion groups," students don't have to pay attention to the teacher
- **Mastery learning.** Teaching all children one limited task, making sure all of them can master the task, then testing them on it
- **Whole language.** Learning to look, see, guess — attempt to learn reading without "the proven phonics method" and traditional grammatical usage and form
- **Global education.** Attempt to eliminate patriotism; "telling children our country isn't the best, which is a lie."
- **Teacher-as-coach.** What are we paying them for, anyway? Teacher should be authority figure, not discussion group leader
- **Decision making.** Learning that it's okay to take drugs and not being taught that it's wrong and illegal; shouldn't teach decision making
- **National curriculum.** Socialist, Nazi sort of idea
- **School-based decision making.** Teachers have too much control, "no one's accountable," "against the Democratic process," makes the school board irrelevant

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Appendices

Excerpt from
School-Within-a-School, A Study
in Restructuring Classroom
Learning
Springdale High School, Arkansas
1990

The Program

The School-Within-a-School's day consisted of four instructional hours. The remaining time was used by students to take courses from the regular high school. The teachers in the school held multiple teaching certification; this allowed traditional courses to be mixed. Courses included were: inquiry and expression; history and philosophy; sciences; and literature and the arts.

Essentially the teaching model was that of an interdisciplinary "team teaching" corps so that students could experience the interrelatedness of knowledge. The teachers shared two hours each of common planning time so as to provide for coordinated planning.

After a summer of hard work and much in-service, the teachers began to anticipate the arrival of the students. In the following section, the teachers describe the initial implementation of the project.

> We started by changing the structure of our school day and even the title of "teachers," which became "coaches."
>
> Following Sizer's suggestion, we consciously attempted to have a heterogeneous mix of students, opening our program first to volunteers from the high school but offering it only to a randomly selected group of sophomores. Changing our structure even further, we determined that all four classes would be a combination of sophomores, juniors and seniors so that all ability levels and age groups could be combined and could learn from one another.
>
> As the weeks progressed, we changed the school structure in the most blatant ways. We instructed our students to ignore the bells when they rang! Because the School-Within-a-School student schedule involved two 2-hour time blocks each day, we realized the luxury of not having to move our students according to a bell. Interesting discussions were no longer limited to a 50-minute time period. Frequently we assembled all of our students at one time and presented necessary information only once, thus freeing each instructor from the bonds of having to repeat the same information at least five times in a day.
>
> By changing the structure we were able to do a few things that might not have been possible in a conventional classroom. One of these things was the use of a cooperative learning method to which we were introduced at the 1987 Summer Symposium for the Coalition of Essential Schools. The method is known as the "Village technique." Our students were placed in heterogeneously grouped "villages" with four students per village. In grouping the students in their villages, we utilized a student profile sheet that lists such things as personality type, learning modalities, leadership qualities, personal studying characteristics, problem-solving skills, functional behavior, ways of thinking, attitude, and motivation. The rationale for utilizing cooperative learning strategies in our classrooms was that many of our students might not individually possess all the personal characteristics or skills required to successfully complete the academic tasks assigned if asked to perform

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independently. We used the villages many times in all four of our classes for such things as reading assignments, reviewing for tests, brainstorming, problem-solving, science labs, compositions, and planning of assignments.

The teachers functioned primarily as coaches of individual students within thematic units of study. As coaching techniques began to emerge, the coaches created their list of essential skills that should be practiced by students. These skills were clearly stated to the students and were posted beside discipline codes. In this way students were consistently reminded of their responsibilities in essential skill development.

1. Students should be able to listen, understand and respond when given information or directions.
2. Students should be able to apply knowledge gained from an initial source (through research, discussion, lectures, experiments) to a secondary source and come to conclusions.
3. Students should be able to express themselves precisely and persuasively, both orally and in written form.
4. Students should be able to make an educated guess at the meaning of new words by evaluating clues found in the context.
5. Students should be able to engage critically and constructively in the exchange of ideas in both small and large groups.
6. Students should be able to use the features of books and other reference materials such as the table of contents, preface, introduction and index, and they should be able to find information on a given topic in several sources in a library.
7. Students should be able to organize, select and relate ideas and develop them into coherent paragraphs and essays.
8. Students should be able to use their time constructively and to fulfill their obligations as workers.
9. Students should be able to gather information, write a report based on this research, and cite sources properly.
10. Students should be able to recognize the difference between supported and unsupported statements and know that facts and concrete evidence can be used for support while anecdotes are only a form of generalization.
11. Students should become aware of the relationship of the individual to his work place (school for young people), community and the nation.

Essential questions were developed to guide the students in their courses of study. Thematic units of study were organized around such concepts as "choices" and "consequences." Essential questions such as, "Why does it make a difference what we choose?" or "How much does a man need?" would drive the curriculum in language arts, social studies and science. Students were encouraged to make connections across the curriculum as they analyzed choices and consequences in literature, social history, or science as well as relevant choices and consequences facing students today.

These essential questions forced students to use critical-thinking skills. They were also expected to demonstrate their mastery of learning in non-traditional ways. As a result, the products of student learning included videotapes, experiments, displays, and oral presentations as well as essay questions with interdisciplinary overtones.

"In (school) you learn facts... facts that you will forget after the exam. In School-Within-a-School, they teach us to think for ourselves... something that will stay with us... and isn't that more wonderful than facts?"
SWS Student

DO'S and DON'TS of LOBBYING

Reprinted with permission from the League of Women Voters of Colorado

1. **Get to know those whom you are likely to be lobbying before you need their help.**

2. **Attend meetings where legislators will be present.**

3. **Always be polite.**

4. **Offer your suggestions in an overall context instead of talking exclusively to your special interests.**

5. **Be willing to compromise.**

6. **Be as brief and clear as possible in your statements, testimony and letters.**

7. **Ask your legislator his/her position and how he/she plans to vote.**

8. **Be prepared to acknowledge strong points on the other side of the argument.**

9. **Thank a lawmaker for supporting your position.**

10. **Attend committee hearings where your bill is being heard.**

11. **Carefully research your information and be prepared to answer questions.**

12. **Remember there are no permanent friends or permanent enemies.** A legislator who opposes you on one issue may support your position on another.

13. **Never mislead or give your legislator false information.** If you do so unknowingly, go back and correct your mistake. Your credibility is of the utmost importance.

14. **Never belittle those who disagree with you.**

15. **Never gossip.**

16. **Don't talk to your neighbor in committee meetings.**

17. **Never promise something you cannot deliver.** Your word must be your bond.

18. **Don't give up if you lose the first time.** Many meaningful bills are only passed after many sessions of educating lawmakers on the merits of the issue.

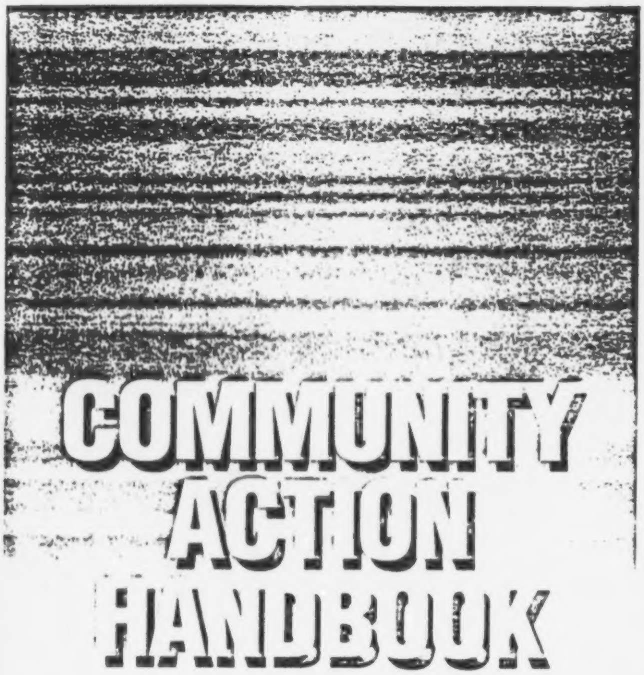
19. **Don't prioritize your request in relationship to others.** Example: "You spent 4 million on highways; surely you can spend .5 million for what we want."

20. **Don't waste time on opponents who are publicly committed to their position.** Concentrate of shoring up allies and convincing those who are neutral or keeping an open mind.

21. **Don't take any legislator for granted.**

22. **Don't take on everything just because someone asks you to.** Prioritize.

TEXAS
BUSINESS
AND
EDUCATION
COALITION



COMMUNITY ACTION HANDBOOK

II. BUSINESS-EDUCATION PARTNERSHIPS

Excerpted from the "Community Action Handbook" of the Texas Business and Education Coalition, 900 Congress Avenue, Suite 501, Austin, TX 78701-2447; 512-472-1594

Getting started

ACTIVATING YOUR COMMUNITY FOR EXCELLENCE IN EDUCATION

If you want to help shape the Texas educational system into a center of learning that prepares all of our state's students to be strong contributing members of society, this handbook can help you turn that vision into step-by-step actions within your own community.

It was developed by the Texas Business and Education Coalition, a statewide partnership of business and education leaders formed to bring together and focus the many existing community, education, and business-based interests working to restructure our educational system. It is the position of the Coalition that public education is not now structured properly to meet the needs of our students.

At the heart of the coalition's efforts is the belief that every child in Texas should receive a quality education. The coalition furthermore believes that literate, thoughtful, effective citizens are critical to a healthy, competitive economy and to a viable democracy. ***Our vision is that by the beginning of the 21st century, Texas will have a work force based in educational excellence that will make Texas the nation's economic leader with a level of opportunity and quality of life second to none.***

> "Texas must decide whether to continue down the present 'status quo' educational road or to cross over to a new road which better develops its students for the globalized, technical world which faces them."
>
> — *Framework for Change,*
> Texas Business and
> Education Coalition

Our approach to fulfilling this vision is to bring together the many existing community, education, and business-based interests that are conscientiously attempting to assist with today's educational problems, but that are often fragmented and isolated from one another. By focusing these existing resources and recruiting others, we hope to integrate near-term efforts with system solutions that are long-term in nature.

Every citizen has a stake in the future of education in our state; every citizen has a role to play in shaping that future. If you share our vision of educational excellence, this handbook can serve as a guide for developing programs in your community.

When the going gets tough, remember...

Whatever your goals for your community's educational system, remember that the process of change is a difficult one. Different groups may feel threatened by what they perceive as intrusion into their areas of expertise; some groups and individuals will resent any implication that everything is not perfect as it is.

You will run into walls of policies and procedures: "We can't do it any other way; it's against the rules." You will run into special interest groups who have an agenda different from the overall goal. You will find many who are enthusiastic early volunteers and fade quickly once the scope of the restructuring effort becomes evident.

The issues involved are complex, and many practices are deeply entrenched. Do not for one moment believe that this can be merely a short-term effort. In leading the effort toward educational improvement, the virtue you will perfect is persistence. Persistence in creating allies out of potential enemies; in carving doors and windows into walls of resistance; in maintaining excitement among coalition members and continuing to recruit new blood to counter the inevitable fallout.

Above all, remember one thing: *the goal of creating an environment that fosters educational excellence is worth pursuing beyond all obstacles.*

FORMING A COALITION

How do you determine who should be involved in the process of restructuring education in your community? You begin by determining who has a stake in the education process. Who has a stake in ensuring that the schools perform well? Who stands to lose if school performance is unsatisfactory? These parties are the stakeholders who must be involved in the early stages of the school restructuring efforts. Keep in mind that any successful change strategy must involve the existing education community as active participants.

What groups should you consider, and who within those groups might be willing to become involved?

Community:
- *Community volunteer groups/civic organizations*
- *Community based organizations*
- *Religious leaders*
- *Media/public opinion shapers*
- *Foundations*
- *Social service and other not-for-profit organizations*
- *Retirees*

Individual Corporations:
- *CEO*
- *Human resources*
- *Strategic planning*
- *Community affairs/public relations*
- *Corporate contributions/foundations*

Education:
- *School board members*
- *Superintendent*
- *Central office staff*
- *Principals, assistant principals*
- *Teachers/teacher organizations*
- *Parents/parent organizations*
- *College and university representatives*
- *School counselors*
- *Students*

Other Business/Labor Organizations:
- *Chambers of commerce*
- *Other local business organizations*
- *Other business leaders*
- *Organized labor*

Government:

Elected officials
Private industry council chairs
Job service administrators
Representatives from state government agencies

Once you identify the critical players, decide how to involve them. Pick a leader who will command respect. Who should serve in an advisory capacity, in an honorary position, as a working team member, or as a public leadership figure? Make sure you consider not just the traditional community leaders, but emerging leaders as well. Considering politics, personal relationships, and relative positions of the various people, what is the best strategy to seek their involvement? You need to ask yourself not just whom to choose, but also who does the choosing.

Tips for building a successful coalition

1. **Build on the success of others across the state**. You don't need to reinvent the wheel. Use the experience of others to avoid mistakes and achieve success more quickly.
2. **Don't go it alone**. The Texas Business and Education Coalition can help you contact others who are going through the same coalition-building process you are. This network can provide ideas, advice, or just support when the going gets tough.
3. **Select your coalition leadership for influence and action**. Find early allies who are respected in the community and who are also willing to roll up their sleeves and help get the process underway.
4. **Involve progressive educators**. It is difficult to succeed without the active commitment of educators to the change process. Identify school district leaders who are open to change and recruit them as early participants.
5. **Look for specific "do-able" targets**. Teachers and parents know that the way to help a child reach a long-term goal is to create some immediate successes. The same is true of your coalition. Find a small area where you can have an immediate and visible impact to help build commitment to the project.
6. **Be prepared for a long-term project**. There are no quick fixes, so develop staying power early.

BUILDING A KNOWLEDGE BASE

Once you have created a coalition, you need to begin by gathering information. What is the current state of education in your community? What factors—economic, political, etc.—are influencing the education system?

Here is some of the information that should go into your knowledge base:

Who are your students? Who will they be in the future?

Gather and analyze basic demographic and social data on your student population and their families, such as: age, race, sex, national origin, educational attainment, marital status, labor force experience. How many students are "at-risk": in families in poverty or on welfare, pregnant teenagers, juvenile offenders, using alcohol and drugs? Put together numbers reflecting your community's:

Preschool population
School-age population
At-risk school age population

Information about your district included in "Snapshot"

1. Enrollment, ethnicity and five-year percentage change in enrollment.
2. Number of graduates and percentage college bound.
3. Student test performance.
4. Teacher, administrator and other staff counts, ethnicity, and average salary.
5. Student to total staff and to teacher ratios.
6. Average teacher appraisal scores.
7. Teacher experience and education.
8. The number of teachers assigned to each program (regular, special education, compensatory education, bilingual, vocational and gifted and talented).
9. Tax rates, revenues and expenditures.
10. Breakdown of expenditures for instruction, administration and by program.

Who are your educators?

Gather information on the demographics and the qualifications of the teachers, counselors, principals, superintendents, assistant superintendents, and school board members. Where are there shortages of qualified personnel? What in-service training opportunities exist? Are they relevant and effective?

How well are your schools doing?

Some ways to gauge the current success of your schools include:

Skill level of students at the completion of elementary, middle, and high school (as determined by the Texas Educational Assessment of Minimum Skills tests [through 1989] or the Texas Assessment of Academic Skills tests [effective in 1990])
Percent and profile of college bound students
Percent of students receiving remedial education by subject at the elementary, middle, and high school levels
Dropout rates for middle and high schools, by ethnicity and geographic area

Attendance records and trends, by race and age
Aptitude test achievement scores and trends
Schools' performance rank within the state
School improvement goals, if any have been identified

Much of this information is readily available in documents such as *Bench Marks*, published by the Texas Research League, and *Snapshot: Texas School District Profiles*, published by the Texas Education Agency.

Other sources for information you may want to include in your knowledge base are district financial reports, long-range planning documents, board meeting minutes, and school district newsletters.

How do your schools operate?

How are decisions made within your school system? Consider both formal and informal relationships, including:

Governance structure
Decision making lines
Local school politics
Key policies and procedures
Planning cycles
Management information sources
Communication mechanisms

A description of the structure of the Texas education system is included as a reference at the end of this handbook.

What resources are out there?

What resources, services, and programs are currently available to assist educators and students? Some of the following resources may be useful during education restructuring:

Existing higher education opportunities
Existing scholarship opportunities and referrals
Job placement services and information
Counseling services for college placement and financial aid
Vocational preparation programs
Parent/teacher association programs
Recognition programs or other student incentives
Existing partnership efforts in the community
Other government programs, including the Job Training Partnership Act, Head Start, etc.

What funding is available?

Is the available funding sufficient to meet current needs, and is it used effectively and efficiently? Some financial data to gather include:

Funding per student, by age, race, and geographic area
Funding trends (last increase or decrease) and budget projections
Administrators' and teachers' salaries and comparisons to other salaries
Percent of revenues from state, local and federal sources
Funding comparisons, nationally and regionally
Percentage of expenditures for curriculum, instruction, training/in-service, facilities, and other categories
Federal funds available

How far are we from where we want to be?

The Texas Board of Education has developed a planning document that sets goals for the state's educational system. The Texas long-range plan for public education is available from the Texas Education Agency and can serve as a frame of reference for goal-setting on the local level.

ESTABLISHING GOALS

Goal-setting is the most important step for a coalition before actual restructuring begins. The goals your coalition sets for student performance will become the vision that guides you through all the steps that follow.

Goal-setting should be a strategic planning process that identifies priorities and sets measurable objectives for the educational system. Be sure you commit adequate time to this task.

Identify Primary Goals:

What future do you envision for the education system in your community? The Texas Business and Education Coalition has adopted 12 goals for education. These goals are listed in the TBEC guide, "Restructuring Texas Education: A Framework for Change." You may wish to adopt them as the goals for your community, or you may wish to modify them to reflect local needs. Publishing your local goals will attract attention and help establish your basic position in favor of change.

Establish Measurable Objectives

Based on your primary goals, what realistic expectations can you establish for your schools? Consider what can reasonably be accomplished within one year, three years, five years, and ten. Measurable objectives should be developed for the goals you select. Concentrate on outcome, not process; objectives should address results rather than methodology. Indicators of these objectives may include:

Reduced dropout rate or improved high school graduation rate
Reduced absenteeism
Improved test scores
Reduced number of students requiring remediation at the elementary, middle, and high school levels
Increased percentage of students who are National Merit Scholarship finalists
Improved student physical and mental fitness (reduced drug and alcohol use, pregnancy rates, suicides, violence)
Improved citizenship, i.e., reduced rates of expulsion and suspension; increased participation rates in community service, school clubs, and other activities
Improved college placement and completion rates
Improved job placements, retention rates, and wage levels

Note that these are not the goals of the restructuring effort; rather, they are landmarks to show progress toward your primary goals.

You should know that:

State law requires that campus performance objectives be established each year in a collaborative process involving the principal, professional staff, parents and community residents.

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DEVELOPING A PLAN

Only when your coalition has set goals and established objectives can you effectively put together an action plan.

The National Alliance of Business suggests seven potential areas for restructuring activities: school-based management, professionalism of teachers and administrators, curriculum and instruction, accountability, linking schools with social services, budget and finance, and educational facilities. Based on your goals, set priorities among these areas:

School-Based Management:

Support policies and programs lowering decision-making authority to the campus level.
Provide training and technical assistance to schools and districts initiating school-based management

Professionalism of Teachers and Administrators:

Reassess local hiring practices
Promote professional development opportunities.
Promote rewards and incentives for teachers who show exemplary achievement and motivation
Develop community recognition programs for outstanding teachers

Curriculum and Instruction:

Improve the readiness of children to start school
Assess what is being taught in light of goals for student success and entry level skills needed by business
Promote the use of varied instructional techniques designed to match the way different students learn, such as individualized, competency-based instruction; group projects and teamwork; and work experience programs for students which expose them to business settings and workplace requirements
Improve the quality of supplementary teaching materials, ensuring that they demonstrate the application of subject matter to real world situations
Improve or update facilities/technology/equipment
Improve job preparation/career counseling services

Accountability:

Define the level of academic achievement expected by the community
Develop accountability measures for teachers and administrators
Determine other local measures of success for schools

Linking Schools with Social Services:

Develop mechanisms to identify at-risk students and provide support for them through public and private social service providers
Encourage a case management system for students, including mentors, counselors, etc.
Develop a support network/services for students, including remedial help, day care, drug counseling, etc.
Involve parents in students' learning, employment, and/or higher education planning

Education Financing:

Establish funding sources for scholarships and education improvement funds
Pass local tax levies to increase funding for education restructuring
Streamline financial management systems to reduce costs
Provide advice and assistance in financial management and budgeting
Set local objectives for the portion of school funds spent on instruction.

Educational Facilities:

Assess the current condition of the school system's buildings and facilities, including health and safety factors
Redesign the system of building management and maintenance
Develop a plan for utilizing alternative spaces for educational purposes
Develop a plan for sharing existing educational structures, and their associated costs, with other service providers
Develop a plan for upgrading/increasing the use of technology within the educational system

Determine each coalition member's role

Coalition members must sort out how each can best contribute. Business people, educators, and community leaders have varying resources, and individuals have specific knowledge and skills. Each stakeholder must determine what role it will play in each of the areas the coalition has chosen to pursue. These roles can include a variety of types of support:

Advocacy
Financial resources
Capital equipment
Staff time
Technical assistance and training
Management advice
Research

BUILDING ON WHAT IS LEARNED

Once you have achieved some of your early objectives, there is a tendency to relax and bask in the glow of your coalition's accomplishments. You need to move forward, however, maintaining momentum and building on what you have learned from the beginning of the process. Ultimate success does not rest in short-term results. To promote successful education restructuring, you will need to work to ensure that changes are institutionalized within the education system, while the development and renewal process is continued.

As you begin to record successes, your ongoing task becomes twofold: maintaining and expanding on success within your own community, and spreading the good news of your results both within your community and as an example for others to follow in their communities.

Maintain and Expand Success

To maintain and eventually expand your education restructuring efforts, you must have in place all the elements discussed in this guide: executive leadership, goals and measurable objectives, an organization structure and staff support with well-defined roles and responsibilities, a work plan and realistic budget, a communications system, and a management and documentation system.If you are making headway and are ready to tackle new objectives, you can expand through:

Implementing your successful initiatives in other sites
Expanding efforts in existing sites
Developing mechanisms to enable widespread replication
Extending time commitments for the initiatives
Taking efforts to the next level—county or state
Developing networks to communicate with other education restructuring efforts

Document and Disseminate Your Results

Many excellent education restructuring efforts are crippled by failure to document activities and results. Documentation and reporting mechanisms are needed to inform the various partners, as well as others, about status, progress, problems, and accomplishments.

How can you communicate? Through print and electronic media and public relations, periodic meetings, newsletters, or periodic program and budget reports on planned versus actual activities.

II. LETTER OF SUPPORT FROM HIGHER EDUCATION

Colorado State University

Office of Admissions and Records
Fort Collins, CO 80523-0015

February 15, 1991

Brian Linkhart
Littleton High School
199 E. Littleton Blvd.
Littleton, CO 80121

Dear Brian:

This letter is to congratulate you on your efforts at Littleton High School with Direction 2000. I also want to offer some personal observations regarding Direction 2000.

I feel that the requirement for students to demonstrate their skills in the basic areas of human knowledge prior to high school graduation is a very sound and welcome approach to any "new direction" in education. I think it is clear to most of us that many students have been graduating from high school unprepared to meet the challenges that await them.

At Colorado State University we are continually seeking ways to get a better picture of potential student performance prior to admission to our academic programs. For those students who have maintained high grades while in high school, and have scored well on the ACT or SAT exams, we are able to make fairly accurate predictions of success at Colorado State. However, for those students who have not been as consistent in their grade performance and/or performance on the ACT or SAT exams, we find it much more difficult to make a decision regarding admission. These "borderline" students are usually asked to provide additional information about themselves so that we can better assess their ability to succeed at our university. Often these students are asked to provide references from high school teachers and counselors. The information gathered from the references is then used to help clarify the student's potential for success in our programs.

I see Direction 2000 assisting in two ways with this process. First, by requiring the portfolio outlining the student's demonstrated success in various areas, we would already have much of the additional information usually requested. Second, by having each student paired with a Direction 2000 mentor at your high school, we would have an excellent resource for recommendations. Who better to speak to a student's potential than a mentor who has worked closely with the student for four years? This could allow for more efficient processing of applications for admission to our university.

All in all, I personally see Direction 2000 as very positive step in education and look forward to continuing to work with you on future plans.

Sincerely,

Don Tollman
Assistant Director of Admissions

Admissions - 491-6909 Degree Evaluation - 491-7159 Records/Transcripts - 491-7148 Registrar - 491-7175 Transfer Evaluation - 491-7147
Area Code 303

II. LETTER OF SUPPORT FROM HIGHER EDUCATION

University of Colorado at Boulder

Office of Admissions

125 Regent Administrative Center
Campus Box 7
Boulder, Colorado 80309-0007
(303) 492-6301

February 19, 1991

Brian D. Linkhart
Littleton High School
199 East Littleton Boulevard
Littleton, Colorado 80121

Dear Mr. Linkhart:

It is a pleasure to salute you and your colleagues who have been involved in **Direction 2000**.

We are pleased that many Littleton students choose to continue their educations at Boulder. It is our experience that they have been very well prepared for academic success in the University. I believe that the addition of competency-based graduation requirements will further strengthen your curriculum and provide an even richer foundation for higher education as well as for other post-secondary school pursuits that your students select. By no means will your students be at any disadvantage in the college admission process; on the contrary, I would expect colleges and universities to value the experience of students who have participated and demonstrate the competencies that you have developed.

Our admission decisions are made using multiple criteria. Therefore, it would be very appropriate for us to consider the success of applicants in meeting the competency-based requirements along with more traditional measures such as grades and college entrance test scores.

Again, we extend best wishes for success and our support for your efforts in "rethinking the American school."

Sincerely,

Millard Storey
Director of Admissions

cc: Principal Westerberg

II. LETTER OF SUPPORT FROM HIGHER EDUCATION

UNIVERSITY of DENVER
Colorado Seminary

Office of the Dean of Admission
and Financial Aid

January 22, 1991

Brian D. Linkhart
Science Teacher
Littleton High School
199 East Littleton Blvd.
Littleton, Colorado 80121

Dear Brian:

Let me once again share the enthusiasm I feel for Project 2000. It has been exciting and an honor for me to serve as a member of one of its Advisory Committees.

As you know, the role I play is one where I try to approximate the interest and concerns of postsecondary education. The question I am asking myself is: How will future Littleton High School graduates look to us when they apply for admission?

The conclusion I am reaching leads me to feel that LHS Graduates will be advantaged in the admission process. This will be particularly true because your colleagues are committed to the importance of helping colleges understand the great improvements you are making.

More specifically, the value-added components you are integrating with school studies is important. In college admission work, we look for examples of "reaching" on the part of applicants. Reach means that students have demonstrated the capacity to go well beyond the nominal expectations of their courses. Because you will have competency-based expectations for future graduates, you will be documenting reach at many stages in the students' schooling.

University Park, Denv Colorado 80208 303-871-2036

The above argues that reach or competency is measured and, thus, can be reported. This removes this important quality from the realm of subjectivity and makes it an objective presentation. That is unique, in my opinion, and important.

I also feel that documentation from the school with regard to the student's accomplishments will advantage your graduates further. In many ways, your willingness to do this serves to provide your students with an incentive for doing well and offers the promise of highlighting special competencies they have mastered.

Thank you for inviting me to share this interim set of thoughts. I look foward to continuing with the Advisory Committee and commend you for what has been completed to date.

Best personal wishes.

Sincerely,

Roger Campbell

Roger H. Campbell
Dean
Admission and Financial Aid

Parents in Touch

District Leadership for Parent Involvement

Ms. Warner describes some strategies used in Indianapolis to facilitate the kind of two-way communication that enables parents to stay in touch and to become partners with the schools in the education of their children.

BY IZONA WARNER

PARENT INVOLVEMENT is not a new idea in the Indianapolis Public Schools (IPS). In 1978 the district submitted a proposal to the Lilly Endowment, requesting a three-year grant to enhance the level of parent involvement in students' education. That proposal grew out of a growing awareness of successful practices around the country, a review of the literature, and a formal needs assessment within the school district that had brought to light parents' wish that the schools would keep them better informed.[1] We proposed developing a multifaceted, systemwide parent involvement program.

The result was the establishment of Parents in Touch, which continues to this day as the umbrella program for parent involvement in the IPS. Its name clearly states its goal: to facilitate the kind of two-way communication that enables parents to stay in touch and to become partners with the schools in the education of their children.

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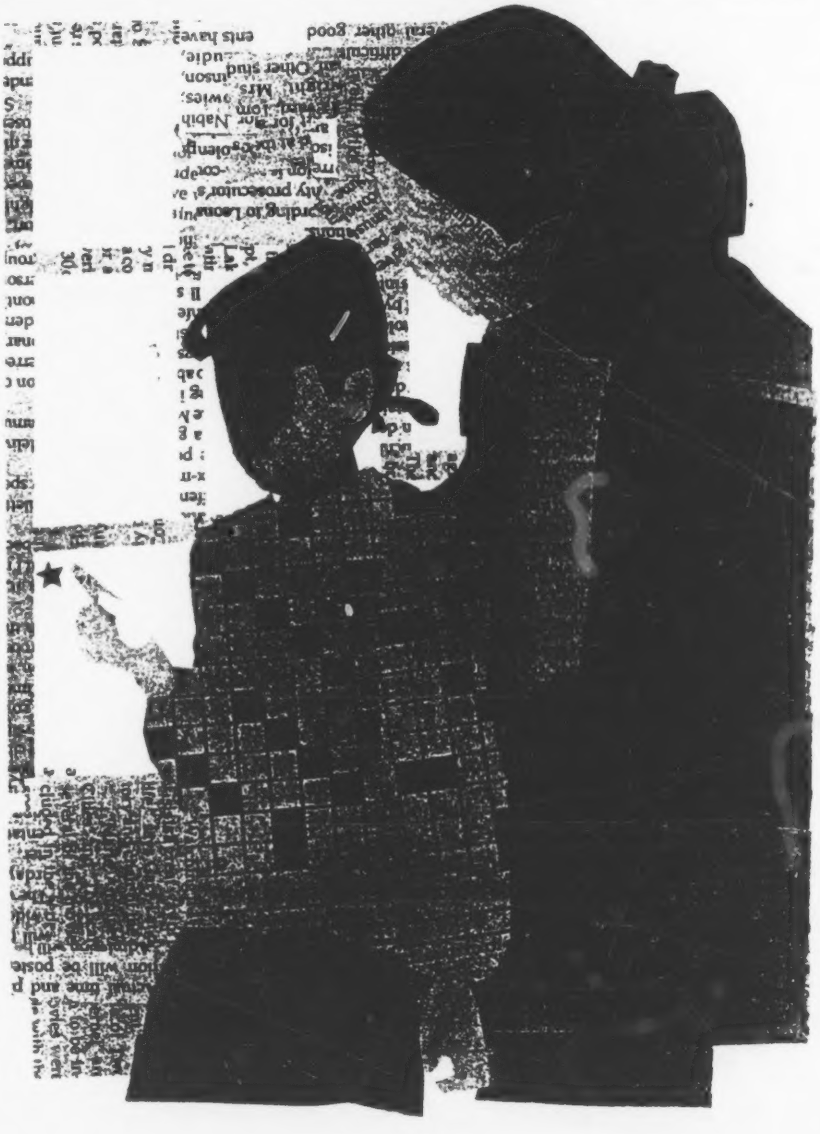

Illustration by Kris Hackleman

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Why should parents enter into such partnerships with schools? As the first teachers of their children, parents have the primary responsibility for children's learning. Children's ideas and attitudes about the importance of education and learning begin with the expectations and beliefs of their parents. Therefore, parents have a crucial role in both the function and the reform of schooling. Teachers and administrators have an obligation to help parents carry out their natural roles as models for and helpers of their own children. Working together, schools and families can improve student achievement, attendance, and behavior.

In order to reach and involve all parents, Parents in Touch uses a variety of approaches. Several of the district's strategies are described below.

PARENT/TEACHER CONFERENCES

Parent/teacher conferences are a major emphasis of the Parents in Touch program. Conferences for grades K-12 are held at the end of the first six-week grading period. Adjusted hours are arranged through agreement between the administration and the Indianapolis Education Association so that working parents can be accommodated. In each school, a coordinator is designated to schedule conferences. The goal is to meet with all students' families early in the school year to establish communication.

At the conferences, report cards are distributed, and parents and teachers share information about students. They assess progress and may set goals for increasing students' achievement. The conferences are also an opportunity for teachers to distribute materials developed by Parents in Touch to help parents understand and support their children and the schools.

At the elementary level (K-6), the Parents in Touch materials include activity calendars, student/teacher/parent (STP) contracts, and STP folders.

- Activity calendars are prepared for parents of students in kindergarten through grade 3. The calendars include curriculum-related suggestions for daily activities with children. They also provide information about holiday schedules, test dates, report card schedules, and a variety of community and school resources. Spelling assignments for the entire school year are included, so that youngsters and families can practice them. If parents cannot attend the conferences, their children are given the calendars to take home. At the elementary level, about 83% of the students' families attended conferences during the 1988-89 school year.

> PARENTS IN TOUCH VIEWS CONFERENCES AT ALL LEVELS OF SCHOOLING AS VEHICLES FOR TWO-WAY COMMUNICATION ON MATTERS RELATED TO STUDENT SUCCESS.

- STP contracts are offered to parents by schools that choose to use them. These contracts – prepared in triplicate and signed by parents, teachers, and students – are agreements to fulfill certain commitments. By signing, the parent agrees, among other things, to see that the child attends school regularly, to establish a regular time for homework, and to provide a place for study. The student agrees to come to school prepared to learn, to complete and return homework on time, and to observe regular study hours. The teacher agrees to advise parents of their child's progress and to provide activities that make learning meaningful and enjoyable. Although principals are not parties to the contracts, they commit themselves to endorsing parent involvement and to ensuring that the building climate encourages learning. Twenty thousand contracts were distributed by schools that participated in this program during the 1989-90 school year.
- STP folders go home weekly and then are returned to school. The folders contain students' completed assignments and information that will help parents monitor homework. They also provide a place for parents and teachers to write notes to one another.

The materials provided by Parents in Touch to foster parent involvement at the junior high school level (grades 7-8) include folders, STP contracts, and a weekly calendar.

- Folders containing school policies on homework and attendance, on grading procedures, and on dates for distributing report cards are given to all parents at the first parent/teacher conference or are sent home with students whose parents cannot attend. Overviews of the magnet school programs available at the high school level are also included for parents' consideration.
- STP contracts are prepared in triplicate and discussed with middle-grade parents during the conferences. These contracts are similar to the elementary STP contracts but are tailored to the needs of middle-schoolers; for example, they include information to help parents improve their interactions with early adolescents.
- All junior high schools provide weekly calendars on which students can list their daily assignments in each class. The calendars enable parents to monitor their children's homework.

At the high school level, the materials provided by Parents in Touch include a folder and a course record.

- Folders, distributed at the first parent/teacher conference, give parents general information about graduation requirements, courses, class rankings and standings, the attendance policy, and the faculty advisory program.
- A course record for each student is enclosed in his or her folder. This record lists all courses taken and the grades the student received. Parents can assess a child's status by comparing the course record with the requirements for graduation.

In addition to providing these materials, some high schools hold meetings to give parents information that deals with college financial aid programs.

In short, Parents in Touch views conferences at all levels of schooling as vehicles for two-way communication on matters that are important for student success. The conferences are designed to allow parents and teachers to begin a productive relationship that will grow throughout the school year.

DIAL-A-TEACHER

The Dial-a-Teacher program is designed to give students and parents assistance with and information about homework. Located in a library/media center, Dial-a-Teacher operates Monday through Thursday (except on holidays) between the hours of 5 p.m. and 8 p.m.

Dial-a-Teacher is staffed by two teams of teacher specialists, paid by funds from Chapter 2. Each five-member team is composed of specialists in math, social studies, science, language arts, and elementary education.

The teacher specialists act as an extension of the classroom, helping students who need extra assistance and who might not complete their homework without it. They also answer questions from parents about their children's homework. The teachers lead students to the right answers, rather than merely give them the solutions.

HOMEWORK HOTLINE

"Homework Hotline" is a live call-in television program, produced by the IPS Center for Instructional Television and aired every Tuesday from 5 to 6 p.m. Two paid teacher specialists assist callers with mathematics problems for grades 1-6. Students and parents can talk with the television teachers and simultaneously see the problems worked on the chalkboard. American Cablevision, with approximately 67,000 subscribers, and Comcast Cablevision, with approximately 81,000 subscribers, carry the program on their public television channels.

PARENT LINE/COMMUNICATOR

The Parent Line/Communicator is a computerized telephone system that gives callers access to about 140 three- to four-minute tape-recorded messages on a variety of school-related topics. Each tape also refers callers to sources of additional information. Sample topics include school policies, option programs, magnet schools, parenting skills, adult education programs, and home/school cooperation. Reflecting its sponsorship by the Institute for Drug and Alcohol Abuse, the series also offers more than 50 messages on those topics. The line is in operation 24 hours a day for persons with touch-tone phones; those with rotary phones can use the system during office hours, when a clerk can transfer their calls to the requested tape title or code number. As many as 3,000 calls have been logged in a single month.

> PARENT EDUCATION SEMINARS ARE OFFERED AT WORK SITES IN THE INDIANAPOLIS COMMUNITY TO SERVE PARENTS WHO CANNOT COME TO THE SCHOOLS.

THE PARENT FOCUS SERIES

The Parent Focus Series is a parent education program offering 90 special workshops that schools may request from Parents in Touch. Some workshops run as a series of five or six 90-minute sessions. Others meet only once. The workshops include discussions, lectures, and videos on such topics as early adolescent development, building children's self-esteem, teaching responsibility, and helping with homework.

Workshops are offered during both daytime and evening hours, and child care is sometimes provided. The workshops are not formal support groups, but some sessions end up serving that function. Interaction among participants is encouraged.

As part of the Parent Focus outreach effort, Parents in Touch invites public servants and people affiliated with community agencies to share their expertise with parents attending the workshops. Presenters have come from the Family Services Association, the Salvation Army, the prosecutor's office, the juvenile court, Alcoholics Anonymous, and other organizations and agencies.

WORK-SITE SEMINARS

Parent education seminars are offered at work sites in the Indianapolis community to serve parents who cannot come to workshops that are held in the school buildings. The seminars, held during lunch hours, help parents who are employed to balance work and family responsibilities. Partnerships that link home, school, and work site can make a difference in the academic success of many students, can reduce parents' anxiety about child-rearing problems, can promote a supportive atmosphere among employees, and can increase organizational loyalty. Employees bring a brown-bag lunch, or the employers provide lunch. These monthly seminars are co-sponsored by the Education Council of the Indianapolis Chamber of Commerce and by local businesses. The seminar topics, taken from those covered in the Parent Focus Series, are chosen after the employees have been surveyed about their interests and needs.

TIPS

One method for teachers to increase parents' involvement in their children's learning and development is a process called Teachers Involve Parents in Schoolwork (TIPS), developed by Joyce Epstein at Johns Hopkins University. The TIPS process structures homework assignments so that they include communications from school to home and from home to school and so that parents and children talk together at home about schoolwork. Parents in Touch obtained a grant from the state department of education to fund a summer program in which IPS teachers developed math and science homework assignments for grades 2, 3, 4, and 5. The short, easy-to-distribute activities are coordinated with the curriculum of each

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subject to focus on specific skills at each grade level. TIPS builds students' skills, informs parents about schoolwork, expands the amount of supervised learning time, and increases parents' appreciation of teachers and their support for the schools.

SUPERINTENDENT'S PARENT ADVISORY COUNCIL

The staffs of Parents in Touch and of the IPS Office of School and Community Relations provide administrative support for the superintendent's advisory council, which includes parent representatives. The council has developed a mission statement regarding the family/school partnership and is designing a structure that will support the statement. A proposal to put the council's ideas into practice will be presented to the board of school commissioners and should become part of district policy.

MEETING CHAPTER 1 MANDATES

The Parents in Touch staff is responsible for helping the district meet Chapter 1 mandates for parent involvement. Several strategies are used.

- The staff plans and conducts curriculum-related workshops to give parents suggestions for activities that they can use to reinforce their children's reading and math skills.
- The staff works with the districtwide Chapter 1 Parent Advisory Council (PAC) and helps it implement activities.
- The staff organizes, conducts, or facilitates parent education workshops, volunteer activities, and leadership training.
- Conferences between parents and Chapter 1 staff members are coordinated to coincide with the first parent/teacher conferences of the school year at each building.
- The Be Excited About Reading (BEAR) project began in the fall of 1990. Parents of children in grades K-6 are asked to promote and encourage reading for pleasure. Read-along tape recordings are provided for parents who do not read well themselves. Parents and students who read two or more books per month receive an award.
- Parents are given "deposit slips" for investing in their children's future by participating in such Chapter 1 activities as workshops, training sessions, and PAC meetings. Each event attended earns one slip, and, if four slips are accumulated within one semester, they are redeemable for a premium.

A COMPREHENSIVE PROGRAM OF PARENT INVOLVEMENT

According to Epstein, a successful effort to involve parents in their children's education requires five basic ingredients.[2] Comprehensive programs of parent involvement should include all five elements, and the Indianapolis program operationalizes Epstein's model by means of the the strategies described above.

Developing parenting skills is the goal of the first component of Epstein's model. Parents are first and foremost supporters of their children; they provide food, clothing, shelter, and psychological support for their children as they grow up. Parents in Touch helps parents fulfill their parenting roles by providing information and ideas about the characteristics of and suggesting strategies for the development of a home environment that supports the learning behaviors of children at each grade level.

The second component of Epstein's model and of the IPS parent involvement effort is communication. The staff works hard to design effective forms of communication that will reach all parents.

The third component of the parent involvement model is the use of parent volunteers. IPS encourages parents to work as volunteers at the school or to attend and support events and meetings.

The fourth component of Epstein's model is encouraging children's learning activities at home. Parents in Touch provides ideas, materials, and training to parents through its own programs and through TIPS homework activities.

The final component of the parent involvement model is encouraging parental participation in decision making across the district. The Parents in Touch staff supports this effort by recruiting parents and by helping to develop parent leadership.

IPS believes it can better meet the academic and developmental needs of its students if substantive collaboration between parents, teachers, and administrators is increased. Parent involvement is viewed as an important component of the district's school improvement plan. If all children can learn, then all parents can help to make that happen.

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1. The needs assessment was conducted by Ned S Hubbell and Associates in 1975.

2. Joyce L. Epstein, "What Principals Should Know About Parent Involvement," *Principal*, vol. 66, 1987, pp. 6-9; and Ron Brandt, "On Improving School and Family Connections: A Conversation with Joyce Epstein," *Educational Leadership*, October 1989, pp. 24-27.

"At least they're educated guesses. I ought to get some credit for that!"

COMMONLY ASKED QUESTIONS ABOUT RESTRUCTURING

1. What is restructuring?

Restructuring is an effort to improve teaching, learning, curriculum, instruction and assessment so **all** students will:

- Learn to identify and solve problems, access and analyze information, apply knowledge and skills, develop creativity and work individually and with others
- Value hard work, achievement, honesty, integrity, respect and compassion for others and the importance of American freedom and responsibilities
- Have their heritage, culture and individuality respected and addressed in their learning
- Have opportunities to reach their highest potential

In terms of a process, restructuring means changing the entire education system, including teaching, learning, curriculum, instruction and assessment. It means more effective uses of time, space and resources and a shift in roles and responsibilities for everyone in schools, districts and the communities around them. Teachers, students, parents, businesspeople, administrators, board of education members, state education officials, legislators and governors work together to identify the best ways to increase student achievement.

As a process, restructuring varies widely, depending upon how individual schools, districts, states or postsecondary institutions decide to change education at their respective levels. Restructuring does not mean standardizing the education process. On the contrary, it means each school, district and state develops a vision and corresponding action plans, best suited to their location.

2. Does restructuring just change teaching and learning, or does it also offer suggestions on ways to change laws, policies, regulations and administrative practices?

Within the many and varied approaches to restructuring, some policy makers at the state, district, and school level are changing laws, policies, regulations and administrative practices.

For example, many local school boards have adopted policies that call for schools to set up site-based councils to share decision making regarding curriculum, instruction, budget and some personnel matters.

3. I want to know what differences are likely to be seen in classrooms that are restructuring. Do teachers concentrate on teaching students important facts, knowledge and skills expected in the work place?

Restructuring calls for changes in *what* teachers teach and *how* teachers teach. Individual schools working in collaboration with representatives from student, parent, teacher, business and community groups restructure their own curriculum and instructional methods.

In most restructuring classrooms, students learn essential knowledge and skills in important curricular areas. Students take more responsibility for their learning. Businesspeople and others in the community work together to develop the curriculum to assist schools in making the curriculum relevant to the needs of students so they are prepared for today's work place and society.

How teachers teach in a restructuring classroom differs from the methods used in traditional schools. The role of the teacher and his or her relationship with students has changed. Instead of usually lecturing or presenting material, the teacher guides and advises students — encouraging them to learn and to take responsibility for their own learning. This new role allows the teacher to focus on the individual student and his or her potential.

4. Are fewer subjects taught in a restructuring school?

Restructuring schools set goals for student learning that emphasize helping students develop their thinking skills. The curriculum goal is to offer in an in-depth, integrated approach important subjects that are identified as necessary in the education of a person who will live and work in the 21st Century.

5. Should schools offer fewer subjects?

The curriculum of restructuring schools focuses on helping students learn essential skills and knowledge, rather than on coverage of a large number of courses. By offering fewer subjects in-depth and in relationship to other subjects, teachers in restructuring schools help students to develop and use thinking, reasoning, communication and teamwork skills. For example, students learn not only to recognize an adjective, but also how to use adjectives in written and verbal presentations in all subject areas.

6. How does the role of teachers change in restructuring schools?

Teachers spend less time teaching in a lecture format with courses of study designed around a variety of curricular materials, not just one or two specific textbooks. Teachers often guide study and discussion between small groups of students. Curricular materials include textbooks, news clippings, videos and a list of readily available library resources.

7. What about extracurricular activities and vocational education in a restructuring school?

Individual schools and school districts determine the vocational education courses and extracurricular activities appropriate for their schools.

8. Does restructuring necessarily mean school-based decision making and/or site-based management?

Yes. One of the basic guidelines of restructuring is encouraging those closest to the students to make the decisions while also holding them accountable for results. Teachers, students, parents, businesspeople and other citizens have a voice in school decisions. Typically, shared decision making means the district's central office staff serves in an advisory role. However, local school boards are still legally responsible for ensuring a quality education in a safe environment and for complying with state and federal laws and regulations.

9. If you're going to try and educate ALL students, aren't you preventing the best and brightest from getting on a fast track to reach their potential and overlooking the majority of students who are considered "average?"

When we talk about basic change in the education system, we mean changing the process of teaching and learning significantly. Students in restructuring schools are not always divided by abilities. Often, students are in an environment where teamwork between students of different ages and abilities is emphasized as a way to enrich the learning process for ALL students. Students are evaluated on individual work *and* their contribution to group goals and objectives.

10. If you're going to try and help ALL students reach their abilities, doesn't that mean schools are going to need much more money and staff?

There is a need to increase spending. However, reallocation of existing resources can offset some of the need for more money. In addition, some schools have developed working relationships with the business community, a source of support in terms of expertise *and* funding.

The need for additional staff varies widely, depending upon decisions made about teacher assignments, scheduling and curriculum. The time and cost needed for teacher planning time, inservice training and professional development to prepare teachers and other staff for new roles in the school also affect budgets.

11. Education already costs too much. How can you justify any increase in school budgets for restructuring efforts?

It's not the cost of education that is too much. It's the failure of the current education system that costs too much. The evidence of this failure is well documented. For example, the National Assessment of Educational Progress reported disturbingly low achievement scores among 17-year-olds in 1988:

- Only 42% could read well enough to understand and explain a wide variety of topics.
- Nearly one-half had limited mathematics skills, going little beyond the basics of adding, subtracting and multiplying.
- Nearly 60% could not analyze scientific procedures and data.
- Less than half understood basic historical terms and relationships.

12. Can you prove restructuring will improve student achievement?

Whether or not student achievement is improving cannot be measured solely in terms of test results and time spent in school. New methods of assessment are required to evaluate student learning. Traditional multiple-choice and standardized achievement tests are inadequate measures of thinking skills, problem-solving abilities, creativity, communication and teamwork. Demonstrations of applied knowledge and learned skills and student portfolios (a collection of representative work of an individual student) must complement these traditional measures.

A combination of methods to assess student learning has been used in some schools and results are encouraging. In addition, other indicators of success, based on traditional measures, show higher attendance rates, lower student dropout rates, fewer discipline problems and an increase in the percentage of students going on to institutions of higher education.

These preliminary indicators of success combined with the enthusiastic support of key educators, leading businesses and many policy makers are sound reasons to have confidence that restructuring will increasingly be recognized as the major force to improve student achievement.

COMMONLY ASKED QUESTIONS AND ANSWERS ABOUT Re:LEARNING

As answered by Theodore R. Sizer, chairman, Coalition of Essential Schools

1. What is Re:Learning?

Re:Learning is a research-based effort to redesign schools for the purpose of improving student learning — helping all students learn to use their minds well. Through a set of ideas, known as the nine Common Principles, it helps teachers and administrators examine and rethink their school's priorities and practices and then act accordingly. It assists district and state administrators to develop policies that support faculty initiatives to improve their schools. And it ensures public support for school-based change all the way to the governor's office. Re:Learning creates an environment for thoughtful education reform — from the schoolhouse to the statehouse.

2. Why change our schools?

For over a decade, state and national leaders, as well as a body of research, have pointed to substantial evidence that American students are not learning to their potential. Business leaders across the nation indicate that they are having difficulty finding qualified people to fill increasingly complex jobs. Their major concern is that students may often lack critical-thinking skills, the ability to work effectively with others, to take the initiative when faced with new situations, and to learn while on the job. In comparative studies with other countries, American students score lower than students from most industrialized nations.

3. What's the value of having students be able to use their minds well?

The world is in constant change, as is our own society. Jobs are more complex than ever before. It's important for kids to develop habits of mind that will enable them to be constantly thoughtful about important things and to function as effective citizens. It goes beyond mere exposure to information to teaching students to analyze, reflect, evaluate and utilize what they know.

4. What does it mean for students to be the workers and teachers the coaches?

It means that students, guided by their teachers, will be more directly involved in their learning. The teacher's job is to concentrate on helping students acquire the necessary skills and knowledge to do that. Students in traditional classrooms are generally passive. As the teacher lectures, students have two options: to absorb knowledge passively or to tune out. In a classroom where students are the workers, they become active learners, engaged in more problem solving, asking questions and working with other students.

5. Does this type of approach undermine the authority of teachers?

No, in fact, it empowers teachers. Just as a football coach is still "in charge" of the team, so the teacher is still responsible for his or her class. However, the students are actively learning to become thoughtful citizens and workers.

6. What are the differences I can see in a Re:Learning school?

In the classroom, students are more active, asking questions and solving problems; there are higher demands for students to demonstrate what they know and can do and smaller teacher-student loads, which allow for more personalization. "Less is more" in terms of curriculum allows a greater thoroughness and depth in the learning needs of students, i.e., there are larger blocks of time for classes and common planning time for teachers.

7. Why use "essential" questions?

Rather than encouraging superficial coverage, "essential questions" focus the student's work by providing challenging questions which are fundamental to the subject being studied and which provide a framework by which teachers can organize material.

8. By educating all kids, aren't you trying to make them all the same? What about the brightest students?

Re:Learning believes that a serious education is the absolute right of every young American, without exception. So the school's goals should apply to all students, although these goals will vary as those students themselves vary. Re:Learning benefits the brightest kids since they will be encouraged to use their minds well in serious intellectual work. With teacher-student loads down, teachers are able to know students better and provide challenging intellectual work.

9. Does Re:Learning promote mastery learning?

No. Re:Learning places high demands on students and expects them to demonstrate what it is that they have learned through an exhibition, sometimes called exhibitions of mastery. This concept is often confused with "mastery learning," which is a different approach to teaching promoted by others *not* involved in Re:Learning. Mastery learning requires teaching, testing and reteaching until students master the content.

10. Is Re:Learning designed to teach values different from what parents want and encourage kids to question authority?

No. Just as parents want different things, Re:Learning schools must be attentive to the different values students bring to school with them. Yet in order to run a good school, there are some core values that must be present, i.e., respect for evidence, tolerance of the opinions of others, generosity and decency.

11. Does Re:Learning mean that schools are going to need more money and staff?

Re:Learning calls for total student loads per teacher of 80 or fewer pupils, substantial time for collective planning by teachers, competitive salaries for staff and an ultimate per-pupil cost not to exceed that at traditional schools by more than 10%. Almost all schools and districts will need to reallocate the financial and human resources presently available to promote better learning on the part of students. The cost per pupil should increase no more than those in the school believe is necessary.

12. Is there any evidence that Re:Learning will result in students learning better?

Yes, early indicators suggest that students learn better in schools which have been engaged in this effort for several years. Attendance and graduation rates are up, dropout rates and discipline referrals have declined, and achievement rates on conventional tests are rising.

13. Does Re:Learning work in different types and sizes of schools?

Yes, Re:Learning ideas are in use in more than 150 schools across the country. These schools range in size from under 200 students to over 2000 students, and are located in urban, suburban and rural communities. Some districts are affluent, others are not.

14. Why is this a better preparation for college?

Re:Learning schools work with students to develop habits of mind which will enable them to take responsibility for their own learning and teach them to make connections between disciplines, the very type of work expected by most colleges.

15. What kind of support is available to help schools and states involved in Re:Learning?

Re:Learning helps schools examine themselves to see if and how change can improve student learning in their community. Re:Learning supports and encourages decision making at the school level, respectful and inclusive of the parents and school community. The Coalition of Essential Schools offers research-based criteria for rethinking school structures and support and resources to those who are working to redesign schools. The Education Commission of the States offers examples of district and state policies that support this type of school change. Re:Learning offers examples of different schools that have used the nine Common Principles as a focus for change. In each Re:Learning school, the faculty, school board and parents have chosen to use the nine principles as a guide as they evolve a plan for change appropriate to their school's unique setting.

III. QUESTIONS AND ANSWERS ABOUT A SCHOOL EFFORT

I'VE BEEN WONDERING. . .

by Tim Westerberg
Principal, Littleton High School, Colorado

Any project the magnitude of Direction 2000 raises questions in the minds of those most significantly affected by it. Below are responses to twelve questions asked by parents as they rethink high school education. Have you been wondering...

1. **What happens to students who can not or do not fulfill all the graduation requirements? What about special education students? Is there an alternative diploma?**

   First of all, it should be noted that under the present system we have students who can not or do not fulfill graduation requirements. In most cases, those students failing to meet graduation requirements with their class complete those requirements and receive their diplomas by taking additional course work in the summer or during the following school year. Some get a GED diploma instead. A small percentage of students never graduate from high school.

   The school of the future will probably also yield students in each of these categories. For example, additional course work may be recommended by the graduation committee to a student who fails to demonstrate competency in a given subject area. The student who masters all but the graduation requirement of personal responsibility and effective work habits may be asked to demonstrate exemplary attendance on the job. In any event, students who are deficient in one or more areas at the time of graduation will be advised regarding necessary remediation activities and provided the opportunity to return to their graduation committee at a later time to demonstrate mastery. The Individualized Program of Study, a feature of our restructured school, allows for considerable flexibility in prescribing remediation. The opportunity to demonstrate competency, and thus to receive a diploma, is always available.

   The specific issue of special education students, particularly those with severe handicaps, is more problematic. There are state and federal laws which must be adhered to. The idea of alternative diplomas is under consideration. Regardless of the outcome of those deliberations, an advantage of the school of the future is that no student will leave Littleton High School empty handed. The portfolio for most students will contain a high school diploma. But even those who cannot fulfill or choose not to fulfill all the graduation requirements will leave with a portfolio of items that highlights what they do know and can do. A student who has not yet demonstrated a mastery of written communication skills can display with pride a portfolio that communicates proficiency in human relations skills and work attitudes. Everyone, including the special education student, leaves with something.

1990

2. **I understand that to get a diploma students will have to demonstrate competence before a graduation committee. Isn't that putting an awful lot of weight on a single "make it or break it" assessment?**

The blueprint for the school of the future does include an evaluation of each student's progress vis-a-vis graduation requirements by a committee during the semester prior to graduation. The evaluation or assessment is not a "one shot" affair, however. Instead, the graduation committee reviews materials in the student's portfolio which have been collected throughout the student's career at Littleton High School. The portfolio is a rich database which includes the best of the student's work as well as test scores, grades, and other documents bearing testimony to the student's accomplishments.

Exhibitions before the graduation committee provide the student with an opportunity to elaborate on items in the portfolio, demonstrate specific knowledge and skills, and respond to questions posed by the graduation committee. In short, the portfolio and exhibitions provide students with opportunities to show what they can do. The graduation committee bases its determination regarding eligibility for graduation on all of the data contained in the portfolio and demonstrated through exhibitions, not on any single item or performance.

The student's Program Advisor has guided the student on the development of the portfolio over the years so as to ensure that it highlights the student's accomplishments. Furthermore, students are provided "practice exhibitions" at various intervals along the way so that by the time the graduation committee meets success is anticipated. In actuality, a student's eligibility for graduation, as determined by the graduation committee, is based upon the student's accumulated record of accomplishments and his demonstrated mastery at the time of graduation.

3. **How will sports and the arts fit into the restructured school?**

Direction 2000 emphasizes the importance of the well-rounded graduate. Demonstrated ability to appreciate, critique, and contribute to the arts is included in the essential characteristics that undergird the program. Physical development, character development, leadership, and involvement, other valued characteristics of the Littleton High School graduate of the future, are developed through participation in sports and other extra-curricular activities. It is anticipated that a strong athletics and activities program will be a characteristic of Littleton High School in the future.

4. **Will restructuring affect honors classes?**

Probably. The individualized nature of the new program will greatly reduce the need for honors classes. Academically gifted students may simply be moved ahead of their age group peers in one or more subject areas by adjusting their Individualized Programs of Study. The opportunity for special seminars, research projects, independent studies, internships, and enrollment in college or university courses for upperclassmen will better serve the needs of academically talented students. Advanced placement courses will still be offered, however, as an option for highly motivated and academically talented students. Direction 2000 is based on a commitment to raise standards of achievement for all students and to provide all students with opportunities to reach the limits of their abilities.

5. **What is being done to ensure a smooth transition for students from middle school to high school?**

The K-12 Articulation Committee (see Committee Updates) is charged with the responsibility of making sure that our K-12 system fits together well for students. Regular meetings have been conducted with administrators and teachers at each of our middle schools, and similar meetings are being planned for elementary schools. Written communications regarding Direction 2000 are distributed to all schools and departments in the district, and presentations have been given or are planned for educators at all levels in our system. Parents and teachers from the elementary and middle levels serve on our committees. We are committed to making sure that the transition between levels makes sense to our students.

6. **What happens if the advisor is not right for the student or leaves the school before the student graduates?**

Students will be assigned to advisors based on areas of interest to the extent possible. In other words, a student who is very athletically inclined will be assigned to a teacher/coach. A student interested in music may be assigned to the instrumental music instructor, whereas a student who thinks she is interested in engineering may have a math teacher for an advisor. We recognize, however, that some advisor/student pairs may not "hit it off." Therefore, at the end of the freshmen year "trades" may occur in the event that either party in the relationship deems it necessary.

Of course, the student who loses his advisor through retirement or other methods of attrition will have to choose a new one. Hopefully the student will have established a rapport with someone in the building through his course work or extracurricular activities so that a "natural" selection can be made. The former advisor and the new advisor will share information to ensure that the student does not suffer as a result of the transition.

7. **How will restructuring affect the students currently at Littleton High**

School?

Students presently at Littleton High school and those students entering Littleton High School in the fall of 1990 will remain under the present graduation requirements. Expectations of and requirements for these students will not change in any formal sense. However, what goes on in the classrooms on a day-to-day basis at Littleton High School has already changed considerably as a result of our combined efforts in rethinking the American school. For example, it is my observation that teachers have engaged students in even more writing, cooperative learning, and research in the last couple of years than was true in the past. In some instances, students are expected to play a more active role in their own education, and the quality of work expected of students has risen in some cases. Present students at Littleton High School are affected by and benefit from many of these "evolutionary" changes in instructional strategy, expectations and outcomes. Of course, Littleton High School has long been considered an excellent high school, and thus none of these ideas is completely new. Instead, renewed focus, energy, and attention to what we value now characterize our school.

8. **What do colleges think of this new system of graduation requirements, portfolios, and exhibitions?**

The post-graduation committee has conducted considerable research on this question. Over 50 colleges and universities have already been contacted (see Committee Updates). What this committee is finding is rather predictable. College and universities are not eager to have us abandon traditional admissions criteria such as GPA, class rank, and standardized test scores. On the other hand, schools earn reputations with college admissions officers around the country. A Littleton High School education has always given our students a bit of an edge over students from many other high schools around the country. A system of high school education that emphasizes the "new basics" and that holds students accountable for demonstrating mastery of important knowledge, skills, and habits will even further enhance our reputation.

It is likely that we will accommodate colleges and universities by keeping a dual system of records. Portfolios and exhibitions can be used to determine eligibility for graduation from Littleton High School, while traditional transcripts, grade point averages, and standardized test scores meet the admissions needs of colleges and universities. This is not altogether different from the present system in which most of our students plan for two somewhat different sets of exit criteria, one for graduation from high school and the other for admission to college. By keeping a dual set of records and tending to both sets of criteria, Littleton High School students will not be at a disadvantage when seeking admission to colleges and universities as a result of Direction 2000 changes. In fact, our students may even have an advantage as a result of our school's enhanced reputation.

9. **How will restructuring affect transfer students entering. and leaving LHS?**

Presently, counselors and administrators at a school receiving a transfer student must analyze the student's transcript to determine credits awarded and placement. That same thing will be true of transfer students entering Littleton High School in the future. The student's assigned Program Advisor will review the transcript, administer diagnostic assessments, and conduct "mini" exhibitions to determine the strengths and liabilities of the student entering our school. As is the case with all students, the new entrant's goals and aspirations vis-a-vis our graduation requirements will determine the Individualized Program of Study. Once again, the new system is superior to the present system in that it grants the Program Advisor, the student, and her parents or guardians flexibility in adapting to the requirements of the new school.

Students leaving Littleton High School will, under our system of dual records, be able to present traditional transcripts to the receiving school for proper placement.

10. **Is restructuring occurring at all high schools in the Littleton District?**

Yes. The Board of Education has included restructuring as one of four priorities in its strategic plan. Therefore, all schools in the district are charged with the responsibility of restructuring education over the next several years to meet the changing needs of students. However, each school is granted the flexibility to address the district priorities, including restructuring, in a way that best meets the conditions and needs of its community. Direction 2000 is unique to Littleton High School just as the restructuring projects at Heritage and Arapahoe high schools are unique to them.

11. **Can we have different graduation requirements in our three high schools? After all, we're all part of the same district.**

Graduation requirements vary to some extent from school to school under our present system. The number of hours required in a particular subject area varies slightly from school to school because of the different schedules we employ. Arapahoe High School recently adopted community service as a graduation requirement unique to that school.

It is possible that school restructuring will produce graduation requirements among our high schools that differ even more than is presently the case. What binds us together as a district are the outcomes for student learning and learning environments included in our district's strategic plan. Any set of graduation requirements proposed by one of our high schools must address these outcomes. In this way, the Board of Education ensures a comparable education across schools. Direction 2000 is mindful of the fact that any proposed set of outcome-based graduation requirements must address the district's outcomes as stated in the strategic plan in order to gain approval by the Board of Education.

12. **What safety checks and safeguards are built into Direction 2000?**

Changes made in something as important as education must be monitored regularly and carefully to ensure that no harm is done to students as a result of those changes. Direction 2000 has been mindful of this important caveat since the project's inception. Several safeguards are built into the process to ensure that all students graduating from Littleton High School receive a quality education. Specific checkpoints include:

- Parent and student participation. All Direction 2000 committees have parents and students as members to ensure representation from the entire education community.
- A Direction 2000 Advisory Board. An advisory board consisting of prominent Denver area business leaders, as well as educators, parents, and political leaders, provides a "reality check" on the project. Major developments are presented to this board for critique and modification.
- Central office involvement. The Superintendent and her staff are partners in Direction 2000. Actions taken must be in concert with the goals and priorities of the district and in the interest of all LPS students.
- Project evaluation. The Project Evaluation Committee is charged with the responsibility of commissioning an evaluation of the project by an independent person or agency. The primary purpose of such an evaluation is to produce annual reports based on measurable data to determine whether Littleton High School students are being well served by the new system of schooling. Through regular project evaluation, problems and concerns can be identified early, and adjustments can be made before the quality of any student's education is seriously jeopardized.
- Board of Education. The Littleton Board of Education will make the final determination regarding implementation of the project.

Legitimate questions demanding honest response help us clarify our vision of the school of the future and thus advance our project. I hope the above discussion has been helpful to you as you rethink the American school, and I look forward to "wondering" together with you in the future.

Coalition
of Essential Schools

Brown University
Education Department, Box 1938
Providence, Rhode Island 02912
(401) 863-3384

Thayer High School

43 Parker Street
Winchester,, NH 03470
(603) -239-4381
Date joined - 1984

School Statistics

	Essential school	Entire school (if different)
Present student enrollment	300	
Present teacher enrollment	25	
Grades	7-12	

Student Characteristics

0% Asian, 0% Black, 0% Hispanic, 99% White, 0% Other

50% free or reduced lunch 50% go on to college ____ attendance rate 1.5% drop-out rate

Thayer High School is located in a small, rural town in southern New Hampshire. Each morning students meet in groups of 10-15 with their advisor. The Thayer faculty has developed essential skills for students entering 9th grade as well as essential skills for graduation. Students entering Thayer must demonstrate competency in the following areas: skills involving general knowledge and cultural awareness, skills for critical thinking, problem-solving, and independent and cooperative learning, communication, decision-making, organization and planning, group participation, independent learning, and documentation and evaluation.

Some examples of student-as-worker activity in the classroom include students writing their own constitution in social studies and testing water samples from rivers from nearby towns in science. Teachers let students know the first week of class what the goals are for the year and teachers often give "pre" final exams in the beginning of the year.

The apprenticeship program offers students a chance to explore the careers they are interested in pursuing. The students write a resume and undergo a job interview as well as keep a daily journal and complete a semester project utilizing their knowledge and skills. Thayer also tries to prepare its students for the future through a class called, "Life After Thayer." This class is mandatory for seniors and meets once a week and is graded on a pass/fail basis. The classes have 8-10 students separated by gender. The goal of the class is to expose seniors to careers, to study relevant social issues and to teach practical life skills.

Teachers in the 7th grade as well as the 8th grade are part of teaching teams. In 1988-'89 Thayer began an interdisciplinary program called Spectrum involving the 11th and 12th grades together. In 1990-'91 all of the teachers at Thayer will be part of a multi-discipline teaching team.

July 1990

V. SAMPLE NEWS RELEASE

NEWS

Education Commission of the States
707 17th Street, Suite 2700
Denver, Colorado 80202-3427
303-299-3600
FAX 303-296-8332

ECS
EDUCATION COMMISSION OF THE STATES

FOR IMMEDIATE RELEASE
October 9, 1990

Contact: Arleen Arnsparger or Christie McElhinney
303-299-3653 or 303-299-3695
Fax: 303-296-8332

GATES FOUNDATION GETS BEHIND COLORADO'S EFFORTS TO REDESIGN EDUCATION SYSTEM

The Gates Foundation is helping launch Colorado's ambitious effort to redesign the state's education system "from the schoolhouse to the statehouse." A $720,000 grant from Gates will help support the state's participation in Re:Learning, a national effort to improve education so all students learn to use their minds well.

Re:Learning is a joint effort of the Denver-based Education Commission of the States (ECS), the Coalition of Essential Schools (CES) and participating states. The effort involves schools and policy makers from the district to the state level. Re:Learning is based on a series of principles (developed by CES chair Dr. Theodore Sizer) which have proven to be effective in improving secondary school education. Colorado is currently a "networking" state, which is the first step in officially joining Re:Learning. By mid-October, the Colorado Department of Education (CDE) will select 53 "exploring" schools from more than 150 schools that have submitted formal statements of interest. By the fall of 1991, six schools from this pool will make a five-year commitment to follow the CES principles and become "essential" schools.

— more —

"One of the reasons the Colorado Department of Education is supporting essential schools and Re:Learning is that it does not prescribe any certain restructuring model, but allows schools to develop their own models based on the nine principles," says Arvin Blome, CDE associate commissioner. "We want alignment, not conformity, in Colorado's restructuring efforts."

"The Gates Foundation enthusiastically endorses the notion that the nine education principles embraced by Re:Learning are central to the restructuring of public education," says Charles Froelicher, executive director, Gates Foundation. "The Foundation's commitment...is a reflection of [our] belief in Re:Learning."

Other states involved in Re:Learning include Arkansas, Delaware, Illinois, New Mexico, Pennsylvania and Rhode Island. An additional eight "networking" states are also working toward joining the effort.

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The Education Commission of the States is a nonprofit, nationwide compact formed in 1965 to help governors, state legislators, state education officials and others develop policies to improve the quality of education. Forty-nine states, the District of Columbia, American Samoa, Puerto Rico and the Virgin Islands are members. Offices are in Denver, Colorado, and Washington, D.C.

V. SAMPLE NEWS RELEASE

NEWS

**Education Commission
of the States**
707 17th Street, Suite 2700
Denver, Colorado 80202-3427
303-299-3600
FAX 303-296-8332

ECS
EDUCATION
COMMISSION
OF THE STATES

EMBARGOED FOR RELEASE
May 22, 1991

Contact: Christie McElhinney or Arleen Arnsparger
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COLORADO BECOMES 7TH STATE TO JOIN NATIONAL EFFORT TO REDESIGN EDUCATION SYSTEMS

Education and state leaders from Colorado today announced their participation in Re:Learning, an ambitious initiative to fundamentally change the education system "from the schoolhouse to the statehouse" so all students learn to use their minds well.

Re:Learning is a cooperative effort among the Education Commission of the States (ECS); the Coalition of Essential Schools (CES); chaired by Theodore Sizer, nationally renowned leader in education reform; and participating states. The effort focuses on redesigning schools to better serve all students and creating an environment at the district and state levels that supports and encourages school changes.

"Not enough students leave school with the ability to use their minds well," says Frank Newman, ECS president. "This country can't be economically competitive without many more critical and creative thinkers graduating from our schools. Colorado and the other participating states are taking the next logical steps in education reform that lead to improved learning for all students."

— more —

Colorado joins Pennsylvania, Arkansas, Delaware, Illinois, New Mexico and Rhode Island in the Re:Learning effort.

"I'm eager to see education in Colorado become a partner in a process which promises effective reform to the present education structure," says Colorado governor Roy Romer.

The ECS and CES Re:Learning work is supported by private grants. Participating states and the schools within each state financially support their own related activities. Each state makes a five-year commitment to the effort which will be studied by researchers in order to help other states develop more effective education systems.

###

The Education Commission of the States is a nonprofit, nationwide compact formed in 1965 to help governors, state legislators, state education officials and others develop policies to improve the quality of education. Forty-nine states, the District of Columbia, American Samoa, Puerto Rico and the Virgin Islands are members. The ECS office is located in Denver, Colorado.

COALITION OF ESSENTIAL SCHOOLS PROGRAM EVALUATION
DRAFT

EXECUTIVE SUMMARY

The Coalition of Essential Schools is a secondary school/university partnership devoted to strengthening each school's priorities and simplifying its structure. Based on the principles espoused in Horace's Compromise: The Dilemma of the American High School (Sizer, 1984), the Coalition consolidates select private and public schools nationwide to work with project staff at Brown University in translating the principles of the report into working models. Coalition Schools exhibit great diversity in character and geography and, by necessity, the nature of the implementation plans that they develop. What they do hold in common is a set of imperatives and principles that guide the program. The Coalition, therefore, is not a specific model for implementation at each school whose impact can be simply compared from school to school. It is instead a set of educational philosophies whose implementation will depend on the needs and realities of the specific location within which they are implemented.

During the 1986-87 school year, pilot programs were implemented for a group of sixth grade students in the Middle School and a group of tenth grade students in the High School. For the 1987-88 School Year coalition programs were implemented for grades K,2,4 in Nova Dwight David Elementary, grades 1,2,3 in Nova Blanche Forman Elementary, grade 6 in Nova Middle School and grades 10,11 in Nova High School.. During the 1988-89 School Year the program was expanded to include Grades 1-5 in both Elementary Schools, grades 6-8 in Nova Middle School and grades 10-12 in Nova High School. During the 1989-90 there were coalition programs in grades K-12 at the Nova Schools.

Even though the Coalition of Essential Schools Project was initially envisioned as a re-structuring program for High Schools, the Nova Schools have decided to implement the program at all levels, K-12.

Two primary conclusions become apparent when reviewing the data regarding the Coalition of Essential Schools program. One is that, when teachers buy-in to the process and follow it through, the results are outstanding and that these results are obvious to teachers, parents, and students. It is also apparent that the Nova program has established that the Coalition of Essential Schools approach is effective at the elementary school and middle school level as well at the high school level, for which it was originally devised.

The second conclusion that becomes readily apparent is, as the Danish philosopher Piet Hein has made popular with his TTT philosophy, Things Take Time. The Coalition of Essential Schools program is, above all else, aimed at school transformation through a transformation of the faculty. Personal change takes time and the time required for that change varies substantially from individual to individual. The concerns about an uneven implementation are real and reflect this fact. Continuous attention needs to be given to assisting, in a non-threatening way, those for whom the change process takes longer.

The Nova Schools experiment has demonstrated a significant amount of success and this project is at the stage where outreach to other schools is important for Broward County to gain from the efforts of its experimental schools. It is recommended that interested schools be identified and provided the resources to begin this transformation process. With this recommendation comes two concerns. One is that much counsel should be given to ascertain that the outreach school(s) are ready, willing and able to take on this project and that a core of appropriately skilled administrators and faculty are present. This is not a project that has any chance of success if implemented by "administrative "fiat". As the focus shifts to outreach, much care must be taken to continue to provide support, training and encouragement to those teachers at Nova who have not yet completed the change process and to building adequate structures to properly assist teachers new to the school.

As the School Board of Broward County continues on the path toward professionalizing the teaching staff through projects such as this, school-based management, and similar programs, an appropriate infra-structure must be in place. The purpose of this infra-structure would be to identify and deal with those teachers who lack the skills and/or willingness to participate in this new profession. It will no longer be sufficient to merely control a classroom and follow a curriculum guide. Provisions for assistance, training, counseling, and if necessary re-assignment or removal must be put into place. Otherwise, projects such as Coalition of Essential Schools and School-Based management will exacerbate differences between schools and classrooms within schools.

This evaluation was designed to provide answers to the following key evaluation questions:

1. To what extent have the recommendations of the formative evaluation been implemented?

2. In grades 1-9, has there been an increase in the scores for students on the Developing Cognitive Abilities Test (DCAT), compared to national norms, after another year in Coalition [Re:Learning] classes?

3. In grades 1-9, has there been an increase in the scores for students on the Iowa testing program, compared to county averages, over the years in Coalition [Re:Learning] classes?

4. What are the attitudes of students, teachers and administrators regarding the changes reasonably attributable to the Coalition project?

5. What are the perceptions of the teachers and administrators regarding the changes reasonably attributable to the Coalition project?

The evaluation procedures consisted of:

1. Administering the DCAT to all Nova Elementary School students, the Nova Middle School students who took the test last year and a sample of grade 11 and 12 students at Nova High representing coalition and non-coalition programs.

2. Analyzing the results of the School Climate Survey developed and administered by the University of Florida for the Shared Decision Making program evaluation in terms of a comparison of the Nova schools with the other schools in the program.

3. Analyzing the results of the Iowa Testing Program over the five-year period that the Coalition of Essential Scools program has been in the phase-in process.

4. Reviewing relevant project documentation, student work products, classroom observations and conducting structured focus-group interviews with groups of selected parents and teachers at each of the Nova Schools.

VI. Re:LEARNING SCHOOLS AND STATES

MEMBER SCHOOLS are implementing new practices based on the nine Common Principles of Essential Schools. Schools in the PLANNING STAGES are networking and actively planning for change based on Essential School principles. Schools in the EXPLORATORY STAGES are researching and discussing the Common Principles. Re:LEARNING STATES have made a five-year commitment to support schools in these efforts.

ARKANSAS — Re:Learning

Sheridan Junior High School
500 North Rock Street
Sheridan, AR 72150
Charles Tadlock, Principal
Sallie Harris, Coordinator
(501) 942-3813

Springdale High School
Springdale, AR 72764
Harry Wilson, Principal
(501) 750-8832

Schools in the planning stages

Bald Knob Junior High School
Route 3, P.O. Box 33
Bald Knob, AR 72010
Cecilia Johnson, Coordinator
(501) 724-5652

Flippin High School
P.O. Box 239
Flippin, AR 72634
John Carey, Principal

Perryville High School
P.O. Box 129
Perryville, AR 72126
James Floyd, Principal
(501) 889-2326

Woodland Junior High School
Woodland and Poplar Streets
Fayetteville, AR 72701
Mona Briggs, Principal

Schools in the exploratory stages

Little Rock
Central High School

West Helena
Central High School
Fayetteville
Fayetteville High School East

Herber Springs
Herber Springs Elementary School

Lonoke
Lonoke Junior High School

Siloam Springs
Siloam Springs High School

Re:LEARNING COORDINATOR
Cecilia Johnson
Arkansas Dept. of Education
4 Capitol Mall
Little Rock, AR 72201

CALIFORNIA

Mid-Peninsula High School
870 North California Avenue
Palo Alto, CA 94303
Philip Bliss, Chairman
(415) 493-5910

Rancho San Joaquin Middle School
4861 Michelson Road
Irvine, CA 92715
Roger L. King, Coordinator
(714) 786-3005

REGIONAL COORDINATORS

Los Angeles/Pasadena
David Marsh
University of Southern California
W.P.H. 702
Los Angeles, CA 90089-0031
(213) 740-3290

San Francisco/Bay Area
Steve Jubb
4189 Montgomery Street
Oakland, CA 94611
(415) 655-7568

COLORADO

Re:LEARNING COORDINATOR
Mary Apodaca
Colorado Dept. of Education
201 East Colfax
Denver, CO 80203
(303) 866-6760

CONNECTICUT

Avon High School
510 West Avon Road
Avon, CT 06001
Dr. Michael Buckley, Principal
Neal Culhane, Coordinator
(203) 673-7126

Watkinson School
180 Bloomfield Ave.
Hartford, CT 06105-1096
Charley Todd, Head
Marianne Devine, Coordinator
(203) 236-5618

Weaver High School
415 Granby Street
Hartford, CT 06112
Eddie Davis, Principal
Shelly Johnson, Coordinator
(203) 243-9761

Schools in the planning stages

Sacred Heart High School
P.O. Box 2120
142 South Elm Street
Waterbury, CT 06722
Kenneth Martinelli, Principal

DELAWARE — Re:Learning

Hodgson Vo-Tech High School
2575 Summit Bridge Road
Newark, DE 19702
Steven H. Godowsky, Principal
(302) 834-0990

Middletown High School
504 South Broad Street
Middletown, DE 19709
Valerie Woodruff, Principal
(302) 378-5000

Schools in the planning stages
Wilmington High School
Lancaster Ave. & Dupont Road
Wilmington, DE 19807
Rudolph Karkosak, Principal
(302) 651-2700

Schools in the exploratory stages
Camden-Wyoming
Caesar Rodney Jr. High School

Dover
Central Middle School
William Henry Middle School

Georgetown
Sussex Central Sr. High School

Laurel
Laurel Central Middle School

Middletown
Redding Middle School

Newark
Brookside Elementary School
George V. Kirk Middle School
Christiana High School

New Castle
John G. Leach School
Wallace Wallin School

Seaford
Seaford Middle School

Re:LEARNING COORDINATOR
Joseph FitzPatrick
Wilmington High School
Lancaster & Dupont Road
Wilmington, DE 19807
(302) 577-2998

FLORIDA

Broward County Public Schools
Nova Blanche Forman School
3521 Davie Road
Davie, FL 33314
Larry Katz, Principal
(305) 370-1788

Nova Eisenhower School
6501 SW 39 Street
Davie, FL 33314
Mary Mitchell, Principal
(305) 370-1777

Nova High School
3600 SW College Avenue
Fort Lauderdale, FL 33314
Steve Pomerantz, Principal
(305) 370-1700

Nova Middle School
3602 SW College Avenue
Fort Lauderdale, FL 33314
Steven Friedman, Principal
(305) 370-1758

Schools in the exploratory stage
Coral Springs
Westchester Elementary School
Coral Springs Middle School

Davie
Silver Ridge Elementary School

BROWARD CO. COORDINATOR
Pat Ciabotti
Nova High School
3600 S.W. College Ave.
Davie, FL 33314
(305) 370-8341

University School of Nova University
7500 S.W. 36th Street
Fort Lauderdale, FL 33314
James Byer, Headmaster
Jerry Chermak, Coordinator
(305) 475-7500

ILLINOIS — Re:Learning

Anna Jonesboro High School
608 South Main Street
Anna, IL 62906
Bruce Bell, Principal
Richard Pommier, Coordinator
(618) 833-8502

Broadmoor Junior High School
501 Maywood Drive
Pekin, IL 61554
Charles Bowen, Principal
Linda Harris, Coordinator
(309) 347-7008

Carpentersville Middle School
100 Cleveland Avenue
Carpentersville, IL 60110
Russell Ballard, Principal
James Crabill, Coordinator
(708) 426-1380

Elmwood Junior/Senior High School
301 West Butternut
Elmwood, IL 61529
James Miglin, Principal
Judy Stewart, Coordinator
(309) 742-8464

Lake Park High School
600 South Medinah Road
Roselle, IL 60172
Jerry Blew, Principal
Fred Hancock, Coordinator
(708) 529-4500

Malta Junior/Senior High School
Lincoln Highway
Malta, IL 60150
James Peterson, Principal
Joyce Poeppelmeyer, Sue Augustine,
Ellen White, Coordinators
(815) 825-2061

North Middle School
5600 Godfrey Road
Godfrey, IL 62035
Thomas Gunning, Principal
Colleen Hawkins, Paula Weese,
Dan Daugherty, Coordinators
(618) 463-2171

Roosevelt School
7560 Oak Avenue
River Forest, IL 60305
Daryl Unnasch, Principal
Thomas Bohdan, Coordinator
(708) 366-9230

Sparta High School
205 Hood Avenue
Sparta, IL 62286
David Bottom, Principal
Mike Marks, Coordinator
(618) 443-4341

Chicago Public Schools
Calumet High School
8131 South May Street
Chicago, IL 60620
Floyd Wyrick, Principal
Helen Houk, Coordinator
(312) 962-4700

Chicago Vocational High School
2100 East 87th Street
Chicago, IL 60617
Roosevelt D. Burnett, Principal
Betty Despenze-Green, Coordinator
(312) 933-8100

DuSable High School
4934 South Wabash Avenue
Chicago, IL 60615
Charles Mingo, Principal
Essie Flennoy, Coordinator
(312) 535-1100

Englewood High School
6201 South Stewart Avenue
Chicago, IL 60621
Warner Birts, Principal
Francine Besser, Coordinator
(312) 723-1710

Flower Vocational High School
3545 West Fulton Boulevard
Chicago, IL 60624
Dorothy J. Williams, Principal
Bettie D. Stewart, Coordinator
(312) 534-6755

Lindblom Technical High School
6130 South Wolcott Avenue
Chicago, IL 60636
Lynn St. James, Principal
Betty J. Miller, Coordinator
(312) 471-8700

Mather High School
5935 North Lincoln Avenue
Chicago, IL 60659
Arthur A. Cervinka, Principal
Geraldine Rizik, Coordinator
(312) 534-2350

Wendell Phillips High School
244 East Pershing Road
Chicago, IL 60653
Juanita J. Tucker, Principal
Fran Williams, Coordinator
(312) 924-8282

Paul Robeson High School
6835 South Normal Avenue
Chicago, IL 60621
Jacqueline H. Simmons, Principal
(312) 723-1700

Steinmetz High School
3030 North Mobile Avenue
Chicago, IL 60067
Constantine Kiamos, Principal
William Duffie, Coordinator
(312) 534-3030

Sullivan High School
6631 North Bosworth Avenue
Chicago, IL 60626
Robert Brazil, Principal
Pat Anderson, Coordinator
(312) 508-4000

Re:LEARNING COORDINATOR
Warren Chapman
Department of Education
100 West Randolph
Chicago, IL 60601
(312) 814-3606

IOWA

Metro High School
1212 7th Street, SE
Cedar Rapids, IA 52401
Mary Wilcynski, Principal
(319) 398-2193

KENTUCKY

Jefferson County Public Schools

Ballard High School
6000 Brownsboro Road
Louisville, KY 40222
Sandy Allen, Principal
Norman McKenna, Coordinator
(502) 473-8206

Brown School
546 South First Street
Louisville, KY 40202
John Sizemore, Principal
Sue McVislisel, Coordinator

Doss High School
7601 St. Andrews Church Road
Louisville, KY 40214
Gordon E. Milby, Principal
Carole Sanders, Coordinator
(502) 473-8239

Eastern High School
12400 Old Shelbyville Rd.
Louisville, KY 40243
James A. Sexton, Principal
(502) 473-8243

Fairdale High School
1001 Fairdale Road
Louisville, KY 40118
Marilyn Hohmann, Principal
Brenda Butler, Coordinator
(502) 473-8248

Iroquios High School
4615 Taylor Blvd.
Louisville, KY 40215
Rita Peterson, Coordinator
Stuart Watts, Principal

Mayme S. Waggener High School
330 South Hubbards Lane
St. Matthews, KY 40207
Donna Ludwig, Principal
Linda Drout, Coordinator
(502) 473-8340

Pleasure Ridge Park High School
5901 Greenwood Road
Pleasure Ridge Park, KY 40258
Charles Miller, Principal
Susie Garrett, Coordinator
(502) 473-8311

Seneca High School
3510 Goldsmith Lane
Louisville, KY 40220
John Locke, Principal
Judy Phillips, Coordinator
(502) 473-8323

Valley High School
10200 Dixie Highway
Valley Station, KY 40272
Terry Shinkle, Principal
Shirley Speer, Coordinator
(502) 473-8339

Western High School
2501 Rockford Lane
Louisville, KY 40216
Lucian Yates III, Principal
Pat Marshall, Coordinator

JEFFERSON CO. COORDINATOR
Debbie Riggs
JCPS - Gheens Academy
4425 Preston Highway
Louisville, KY 40213
(502) 473-3494

MAINE

COORDINATOR
Jean Konzel
State Department of Education
State House, Station #23
Augusta, ME 04333
(207) 289-5113

MARYLAND

Bryn Mawr School
109 West Melrose
Baltimore, MD 21210
Barbara Chase, Headmistress
Marlene David, Coordinator
(301) 323-8800

Park Heights Street Academy
3901 Park Heights Avenue
Baltimore, MD 21215
Deneauvo Robinson, Headmaster
Betty J. Foy, Coordinator
(301) 367-3446

Walbrook High School
2000 Edgewood Street
Baltimore, MD 21216
Samuel Billups, Coord. Principal
Roy Pope, Principal
(301) 396-1723
Marian Finney, Coordinator
(301) 396-0726

MASSACHUSETTS

Andover High School
Andover, MA 01810
Wilbur Hixon, Principal
Craig Simpson, Coordinator
(508) 470-1707

Brimmer and May School
69 Middlesex Road
Chestnut Hill, MA 02167
Anne Reenstierna, Headmistress
Nancy Echlov & Judy Guild, Co-Coordinators
(617) 566-7462

English High School
144 McBride Street
Jamaica Plain, MA 02130
Sidney Smith, Principal
(617) 524-4074

Fenway Middle College High School
Bunker Hill Community College
New Rutherford Avenue
Boston, MA 02129
Larry Myatt, Director
(617) 241-8600

MISSOURI

Parkway South High School
801 Hanna Road
Manchester, MO 63021
Craig Larson, Principal
Patrick Conley, Coordinator
(314) 394-8300

Whitfield School
175 South Mason Road
St. Louis, MO 63141
Mary L. Burke, Headmistress
Adrienne Lyss, Coordinator
(314) 434-5141

NEW HAMPSHIRE

Thayer High School
43 Parker Street
Winchester, NH 03470
Dennis Littky, Principal
Barbara Eibell, Coordinator
(603) 239-4381

NEW MEXICO — Re:Learning

Capital High School
4851 Paseo Del Sol
Santa Fe, NM 87501
Gilbert Sena, Principal
(505) 989-5562

Capshaw Middle School
351 W. Zia Road
Santa Fe, NM 87501
Stephen Dilg, Principal
(505) 989-5438

Sweeney Elementary School
501 Airport Road
Santa Fe, NM 87501
Sandra Purrington, Principal
(505) 989-5501

Schools in the planning stages

Dowa Yalanne Elementary School
P.O. Drawer D
Zuni, NM 87327
Barbara Gordon, Principal
(505) 782-4441

El Dorado Elementary School
2 Avenida Torreon
Santa Fe, NM 87505
Alfonso Garcia, Principal
(505) 982-2604

Santa Fe Technical High School
2201 West Zia Road
Santa Fe, NM 87501
Dr. Joan Pritchard, Principal
(505) 989-5524

Twin Buttes High School
P.O. Box 680
Zuni, NM 87327
Linda Belarde, Principal
(505) 782-4446

Zuni High School
P.O. Box 550
Zuni, NM 87327
Bruce Sojka, Principal
(505) 782-4451

Zuni Middle School
P.O. Box 447
Zuni, NM 87327
Jack Bradley, Principal
(505) 782-5511

School in the exploratory stages

Albuquerque
Emerson Elementary School
A. Montoya Elementary School
Cleveland Middle School
Roosevelt Middle School
Manzano High School
West Mesa High School

Belen
Jaramillo Elementary School
Gil Sanchez Elementary School

Bernalillo
Algodones Elementary School
Placitas Elementary School
Bernalillo Middle School

Bloomfield
Rio Vista Elementary School
Mesa Alta Junior High School
Bloomfield High School

Des Moines
Des Moines Municipal Schools

Estancia
Estancia Middle School

Gallup
Jefferson Elementary School
John F. Kennedy Middle School

Hagerman
Hagerman Elementary School

Jemez
Jemez Mountain Schools

BEST COPY AVAILABLE

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Hermosa Heights Elem. School
Tombaugh Elementary School
Vista Middle School

Las Vegas
Memorial Middle School

Los Alamos
Los Alamos High School

Loving
Loving Junior High School

Melrose
Melrose Municipal Schools

Pojoaque Valley
Pojaque Senior High School

Santa Fe
Alvord Elementary School
Alameda Junior High School
Santa Fe High School

Silver
Cliff Schools
La Plata Middle School
Silver High School

Truth or Consequences
Hot Springs High School

Tucumcari
Tucumcari Junior High School

Tularosa
Tularosa Elementary School

Re:LEARNING COORDINATOR
Pedro Atencio
Santa Fe Public Schools
Sierra Vista Annex 13
1300 Camino Sierra Vista
Santa Fe, NM 87505
(505) 983-0404

NEW YORK

Adelphi Academy
8515 Ridge Boulevard
Brooklyn, NY 11209
John Cheska, Headmaster
Greg Borman, Coordinator
(718) 238-3308

Alternative Community School
111 Chestnut Street
Ithaca, NY 14850
Dave Lehman, Principal
(607) 274-2183

Bronxville High School
Pondfield Road
Bronxville, NY 10708
Alan Guma, Principal
Linda Passman, Coordinator
(914) 337-5600

Croton-Harmon High School
Old Post Road, South
Croton-on-Hudson, NY 10520
Sherry King, Principal
Chris Louth, Coordinator
(914) 271-2140

Fox Lane High School
Rte.#172, South Bedford Rd.
Bedford, NY 10506
Robert A. Mackin, Principal
Al Pasternak, Coordinator
(914) 241-6065

John Jay High School
Katonah, NY 10536
John Chambers, Principal
Christine Krause, Coordinator
(914) 763-3126

Scarsdale Alternative School
45 Wayside Lane
Scarsdale, NY 10583
Anthony Arenella, Director
(914) 721-2400

School Without Walls
480 Broadway
Rochester, NY 14607
Dan Drmacich, Administrator
(716) 546-6732

New York City Schools

***The Bronx New School**
2543 Marion Avenue
Bronx, NY 10458
Beverly Falk, Director
(212) 220-8582

***The Brooklyn New School**
Nelson & Hicks Streets
Brooklyn, NY 11215
Mary Ellen Bosch, Director
(718) 330-9345

Central Park East
Secondary School
1573 Madison Avenue
New York, NY 10029
Deborah Meier & Paul Schwarz,
Co-Directors
(212) 860-8935

***Central Park East I**
1573 Madison Avenue
New York, NY 10029
Lucy Matos, Director
(212) 860-5871

***Central Park East II**
215 East 99th Street
New York, NY 10029
Kyle Haver, Director
(212) 860-6010

***Crossroads School**
234 West 109th Street
New York, NY 10025
Ann F. Wiener, Director
(212) 866-1812

***The New Program**
314 Pacific Street
Brooklyn, NY 11201
Ann Powers, Staff Developer
(718) 330-9275

***P.S. 234**
292 Greenwich Street
New York, NY 10007
Blossom Gelerntter, Principal
(212) 233-6034

***River East**
116th Street & FDR Drive
New York, NY 10029
Leslie Alexander, Director
(212) 860-6033

Satellite Academy - Forsyth
198 Forsyth Street
New York, NY 10002
Alan Dichter, Principal
Anthony Conelli, Coordinator
(212) 677-8900

University Heights High School
University Ave. and West 181st
New York, NY 10453
Nancy Mohr, Principal
(212) 220-6397

Urban Academy
351 West 18th Street
New York, NY 10011
Ann Cook & Herb Mack,
Co-Directors
(212) 255-6665

REGIONAL COORDINATORS
Joan Carney
755 West End Ave.
New York, NY 10025
(212) 865-7266

New York City
Heather Lewis
Center for Collaborative Education
Central Park East Schools
1573 Madison Avenue
New York, NY 10029
(212) 348-7821

(*joined through the Center
for Collaborative Education)

PENNSYLVANIA

Re:Learning

Alternative for the Middle Years
Washington Lane & Musgrave St.
Philadelphia, PA 19144
Holly H. Perry, Principal
Cathy Schrader, Coordinator
(215) 951-4012

The Crefeld School
8836 Crefeld Street
Philadelphia, PA 19118
Charles Como, Headmaster
Michael Patron, Coordinator
(215) 242-5545

Elizabethtown Area High School
600 East High Street
Elizabethtown, PA 17022
Dustin Peters, Principal
(717) 367-1521

Schools in the planning stages
Bellefonte High School
301 North Allegheny Street
Bellefonte, PA 16823
James Lebda, Principal
(814) 355-4833

Central Bucks High School East
Holicong & Anderson Roads
Buckingham, PA 18912
David Spahr, Principal
(215) 794-7481

Central Bucks High School West
West Court & Lafayette Streets
Doylestown, PA 18901
Don Hessler, Principal
(215) 345-1661

Garden Spot Sr./Jr. High School
Route 23 & Tower Road
New Holland, PA 17557
Joyce Syphard, Principal (Jr.)
Donald Reed, Principal (Sr.)
(717) 354-4031

Lenape Junior High School
313 West State Street
Doylestown, PA 18901
Stephen Albert, Asst. Principal
(215) 345-0660

Lower Dauphin Jr./Sr. High School
201 Hanover Street
Hummelstown, PA 17036
Paul Shirk, Principal (Jr.)
Jerry Moser, Principal (9-10)
Landry Appleby, Principal (11-12)
Dr. Judith Witmer, Coordinator
(717) 566-3721

New Hope-Solebury Jr./Sr. High School
180 West Bridge Street
New Hope, PA 18938
Robert Anderson, Principal
Joanne Mitchell, Coordinator
(215) 862-2028

Tyrone Area Jr./Sr. High School
Clay Avenue Extension
Tyrone, PA 16686
Neil Raymond Smith, Principal
Marion Homer, Coordinator
(814) 684-4240

School in the exploratory stages
Claysville
McGuffey High School

Freeland
Freeland High School

Halifax
Halifax Area Sr./Jr. High School

Hazleton
Hazleton Senior High School

Honesdale
Honesdale High School

Lancaster
McCaskey High School

Oakdale
Parkway West Area Vo-Tech

Philadelphia
Furness High School
Simon Gratz High School
Strawberry Mansion High School

Pittsburgh
Keystone Oaks High School

Warminster
William Tennent High School

West Hazleton
West Hazleton High School

York
William Penn Senior High School

Re:LEARNING COORDINATOR
Jean di Sabatino
Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 772-3817

RHODE ISLAND - Re:Learning

Central Falls Jr./Sr. High School
24 Summer Street
Central Falls, RI 02863
Charles Van Gorden, Principal
Roland Magnan, Coordinator
(401) 727-7710

Gordon School
Maxfield Avenue
East Providence, RI 02914
Darcey Hall, Headmistress
Joan O'Hara, Coordinator
(401) 434-3833

Hope High School
324 Hope Street
Providence, RI 02906
Paul Gounaris, Principal

(401) 456-9161
Wendy Aronoff, Coordinator
(401) 456-9329

Mary V. Quirk School
790 Main Street
Warren, RI 02885
Manuel J. Barboza, Principal
Bob Evans, Coordinator

Narragansett Elementary School
55 Mumford Road
Narragansett, RI 02882
David Hayes, Principal
Maureen Dodge, Coordinator
(401) 792-9420

Narragansett Pier School
235 South Pier Road
Narragansett, RI 02882
Robert Bates, Principal
Susan Doboszynski &
Simon Hole, Co-Coordinators
(401) 792-9430

Narragansett Senior High School
245 South Pier Road
Narragansett, RI 02882
Arnold Frank, Principal
Ann Masterson, Coordinator

School One
75 John Street
Providence, RI 02906
William J. O'Hearn, Principal
Bev Vileno, Coordinator
(401) 331-2497

St. Xavier Academy
225 MacArthur Blvd.
Coventry, RI 02816
Kathy Siok, Principal
(401) 826-2130

Schools in the planning stages
RI School for the Deaf
Corliss Park
Providence, RI 02908
Peter M. Blackwell, Principal
(401) 277-3525

Re:LEARNING COORDINATOR
Ken Fish
State Department of Education
22 Hayes Street
Providence, RI 02908
(401) 277-2821

SOUTH CAROLINA

Heathwood Hall
3000 South Beltline Boulevard
Columbia, SC 29201
J. Robert Shirley, Headmaster
Lark Palma, Dean of Faculty
(803) 765-2309

TENNESSEE

Hixson High School
5705 Middle Valley Pike
Chattanooga, TN 37343
Gerald Bailey, Principal
Cheri Dedmon, Coordinator
(615) 842-4141

St. Andrew's-Sewanee
St. Andrews, TN 37372
Rev. William S. Wade,
Headmaster
Sofia Wentz, Dean of Faculty
(615) 598-5950

TEXAS

Paschal High School
3001 Forest Park Boulevard
Fort Worth, TX 76110
Nita Whiteside, Principal
Larry Barnes, Coordinator
(817) 926-5463

The Judson Montessori School
705 Trafalgar
San Antonio, TX 78216
Jim Judson, Director
(512) 344-3117

Westbury High School
5575 Gasmer Road
Houston, TX 77035
Shirley Johnson, Principal
Karen Owen, Coordinator
(713) 723-6015

VERMONT

The Putney School
Elm Lea Farm
Putney, VT 05346
Sven Huseby, Interim Director
(802) 387-5566

WASHINGTON

Finn Hill Junior High School
8040 NE 132nd Street
Kirkland, WA 98034
Robert Strode, Principal
Bryce Nelson, Coordinator
(206) 821-6544

Jemtegaard Middle School
35300 East Evergreen Boulevard
Washougal, WA 98671
Clarice B. Schorzman, Principal
(206) 835-8763

Schools in the planning stages
The International School
301 151st Place Northeast
Bellevue, WA 98007
(206) 455-6266

WISCONSIN

Lincoln High School
1433 South 8th Street
Manitowoc, WI 54220
Douglas Molzahn, Principal
Roger Alexander, Chairman
(414) 683-4830

Walden III
1012 Center Street
Racine, WI 53403
Charles Kent, Principal
(414) 631-7000

CANADA — Alberta

Bishop Carroll High School
4624 Richard Road SW
Calgary, AB T3E6L1
Bernard Bajnok, Principal
Doretta Mario, Co-Coordinator
Ed Marchand, Co-Coordinator
(403) 249-6601

For more information, contact:
Coalition of Essential Schools
Brown University
One Davol Square
Providence, RI 02903
(401)863-3384
or
Education Commission of the States
707 17th Street
Suite 2700
Denver, CO 80202-3427
(303)299-3631

MATERIALS YOU CAN ORDER ABOUT EDUCATION REFORM AND RESTRUCTURING

Restructuring the Education System: A Consumer's Guide, Volume 1. With so much talk throughout the country about "school restructuring" and "system change," interest in school improvement is at an all-time high. At the same time, many people are confused by and have questions about the variety of programs and proposals for reform. This guide answers those questions and others by providing brief overviews of 10 major restructuring initiatives and ways to find out more about them.
1991 (SI-91-4), $8.00

Restructuring the Education System: Keeping the Promises of Reform – A State Strategy. Making fundamental changes in how schools operate to help children learn is an enormous endeavor. Such a difficult effort requires a thoughtful and comprehensive strategy to guide what you do. This document is designed to help policy makers move further toward the goal of a new education system by outlining a state strategy that approaches restructuring from all sides and improves the odds for success.
1991 (SI-91-2), $4.00

Restructuring the Education System: Communication (condensation of this kit). The education system cannot be successfully redesigned without support and understanding from people in all parts of the system and the community. This publication will help you build that support through effective communication strategies and skills. It will help you understand and use the two-way street of true communication — a balance of listening to what's important to others and presenting your ideas in ways that respond to their concerns.
1991 (SI-91-5), $4.00

Restructuring the Education System: Building Private Sector and Community Support. Restructuring can be successful only if many people support a new vision of the education system and how it does business. Having fundamental change accepted by various interest groups and the public requires broad-based public/private coalitions to lead the call for a new system. This publication defines the role of these coalitions and outlines what they can do to move restructuring forward.
1991 (SI 91-3) (forthcoming), $4.00

Please note: All four publications listed above are available for a package price of $15, a savings of 25%!

School Restructuring: What the Reformers are Saying. The Rockefeller Foundation and ECS, with RJR Nabisco Foundation, brought together nationally recognized education reformers for an extended conversation about restructuring. James P. Comer, Ernesto Cortes Jr., Howard Gardner, David W. Hornbeck, Judith E. Lanier, Henry M. Levin, Theodore R. Sizer, Robert E. Slavin, Donald M. Stewart and Marc S. Tucker have been involved in almost every area of education reform, including curriculum and instruction, testing and assessment, child development, school organization, teacher education, community mobility and public policy making. This document summarizes, in their own words, an evening and a day of discussion.
1991 (SI-91-8), $5.00**

****Free with purchase of all four publications above.**

Sharing Responsibility for Success. Calls for a national commitment to radically change American schools and outlines the principles and strategies to help people get started (includes report and seven brochures listed below).
1990 (SI-90-1A); 24 pp., originally $20, NOW only $16!

The following brochures describe what different groups can do to help restructure the education system:

What Governors Can Do, 1990 (SI-90-1B)
What Legislators Can Do, 1990 (SI-90-2B)
What State Boards of Education Can Do, 1990 (SI-90-3B)
What Chief State School Officers Can Do, 1990 (SI-90-4B)
What Local Boards Can Do, 1990 (SI-90-5B)
What District Superintendents Can Do, 1990 (SI-90-6B)
How Business and Industry Can Help, 1990 (SI-90-7B)

The above brochures can be ordered in multiples of 10 of one brochure.

10 brochures, $7.50
20 brochures, $15
30 brochures, $21
40 brochures, $27
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70 brochures, $43
80 brochures, $48
90 brochures, $52
100 brochures, $56
More than 100 brochures, $.50 each

Every Child a Learner: Reducing Risks of Learning Impairment During Pregnancy and Infancy. First report to compile data from many current sources to identify and suggest ways to alleviate major preventable conditions associated with development of learning problems.
1990 (SI-90-9); 23 pp., $5.00

Exploring Policy Options to Restructure Education. Gives examples of state and local policies that support restructuring efforts. This handbook is intended for use by educators and policy makers interested in creating policies that encourage restructuring.
1991 (SI-91-1); 86 pp., $8.50

Statewide Restructuring of Education: A Handbook for Business. Describes strategies for business involvement in education restructuring and outlines key issues.
1990 (SI-90-8); 18 pp., $5.00

State Policy and the School Principal: A Summary of Case Studies From Seven States. Produced by the Policy Network, this report addresses the issue of school principalship from a state policy perspective.
1990 (SI-90-1); 30 pp., $5.00

A State Policy Maker's Guide to Public-School Choice. Reviews the major plans states and districts use to offer parents and students more schooling options and guides policy makers on what issues they should address when considering choice plans.
1989 (SI-89-1); 65 pp., $9.00

Survey of State Initiatives: Public-School Choice. Summarizes choice plans under way or under consideration in the states.
1989 (SI-89-2); 50 pp., $6.50

Focusing on Re:Learning. Shows how various groups of people respond to education terms and restructuring issues (see accompanying videocassette).
1989 (SI-89-6); 26 pp., $3.00

Designing State Curriculum Frameworks and Assessment Programs to Improve Instruction. Profiles the experiences of three states that took different approaches to improving their science curriculum.
1989 (SI-89-5); 27 pp., $6.50

Policy Making With a Difference: The Story of Connecticut's Common Core of Learning. Focuses on the characteristics of Connecticut's state education policy environment, its consequences, how people are talking about it and what is necessary to sustain it.
1989 (SI-89-3); 41 pp., $6.50

School Reform in 10 States. Provides a brief look at how education reform came about in states that were in the forefront of efforts to improve schooling: California, Colorado, Florida, Illinois, Massachusetts, Minnesota, South Carolina, Tennessee, Texas and Washington.
1988 (SR-88-1); 45 pp., $8.50

10 Questions Legislators Ask About Education Reform. Published in conjunction with the National Conference of State Legislatures, this paper helps answer the major questions legislators ask about developing education policy.
1988 (SI-88-2); 6 pp., $3.50

Configuring the Education System for a Shared Future: Collaborative Vision, Action, Reflection. Published in conjunction with the Regional Laboratory for Educational Improvement of the

Northeast and Islands, this paper suggests a three-pronged approach based on collaboration and inclusion for states interested in reshaping their education system.
1988 (SI-88-4); 14 pp., $3.50

Collaboration: Teamwork To Get Things Done. An ECS Steering Committee report highlights examples of effective collaborative relationships used to sustain the school reform movement.
1987 (SI-87-1); 8 pp., $2.00

State Initiatives To Improve Science and Mathematics Education. Results from a 50-state survey to identify state initiatives and policies affecting science and mathematics education in grades K-12.
1987 (SM-87-1); 272 pp., $15.00

Videocassettes

Focusing on Re:Learning. Shows how various groups of people respond to education terms and restructuring issues (see accompanying report).
1989 (SI-89-V1); 14:20 min., $30.00

All Kids Can Learn. Features classrooms and techniques proven to be successful in helping all types of students learn.
1991 (SI-91-V1); 8:22 min., $10.00

ORDER FORM

If you wish to order any of the publications listed in this kit, please fill out this order form and return to ECS Distribution, 707 17th Street, Suite 2700, Denver, Colorado 80202-3427, with your check (include postage and handling costs).

Publication	Price each	No.	Total
A Consumer's Guide, Volume 1 (SI-91-4)	$ 8.00		
Keeping the Promises of Reform: A State Strategy (SI-91-2)	$ 4.00		
Communication (SI-91-5)	$ 4.00		
Building Private Sector and Community Support (SI-91-3)	$ 4.00		
All four publications listed above:	$15.00		
School Restructuring: What the Reformers Are Saying (SI-91-8)	$ 5.00		
(free with purchase of four publications above)			
Communicating About Restructuring (kit) (SI-91-6)	$20.00		
Sharing Responsibility for Success (SI-90-1A)(w/7 brochures)	$16.00		
Brochures only: What Governors Can Do (SI-90-1B)			
What Legislators Can Do (SI-90-2B)			
What State Boards of Education Can Do (SI-90-3B)			
What Chief State School Officers Can Do (SI-90-4B)			
What Local Boards Can Do (SI-90-5B)			
What District Superintendents Can Do (SI-90-6B)			
How Business and Industry Can Help (SI-90-7B)			
The above brochures can be ordered separately or in multiples of 10 of one brochure: 10 brochures, $7.50; 20 brochures, $15; 30 brochures, $21;40 brochures, $27; 50 brochures, $32; 60 brochures, $38; 70 brochures, $43; 80 brochures, $48; 90 brochures, $52; 100 brochures, $56; more than 100 brochures, $.50 each. Every Child a Learner: Reducing Risks of Learning Impairment During Pregnancy and Infancy (SI-90-9)	$5.00		
Exploring Policy Options To Restructure Education (SI-91-1)	$8.50		
Statewide Restructuring of Education: A Handbook for Business (SI-90-8)	$5.00		
State Policy and the School Principal: A Summary of Case Studies From Seven States (SI-90-1)	$5.00		

Publication	**Price Each**	**No.**	**Total**
A State Policy Maker's Guide to Public-School Choice (SI-89-1)	$9.00		
Survey of State Initiatives: Public-School Choice (SI-89-2)	$6.50		
Focusing on Re:Learning (SI-89-6)	$3.00		
Designing State Curriculum Frameworks and Assessment Programs To Improve Instruction (SI-89-5)	$6.50		
Policy Making With a Difference: The Story of Connecticut's Common Core of Learning (SI-89-3)	$6.50		
School Reform in 10 States (SR-88-1)	$8.50		
10 Questions Legislators Ask About Education Reform (SI-88-2)	$3.50		
Configuring the Education System for a Shared Future: Collaborative Vision, Action, Reflection (SI-88-4)	$3.50		
Collaboration: Teamwork To Get Things Done (SI-87-1)	$2.00		
State Initiatives To Improve Science and Mathematics Education (SM-87-1)	$15.00		
Videocassettes:			
Focusing on Re:Learning (SI-89-VI)	$30.00		
All Kids Can Learn (SI-91-V1)	$10.00		
Postage and handling charges (see chart below)			
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Over $100.01— $10.50

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Communicating About Restructuring

Date Position

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2. The kit actually provided

3. I wish the kit had covered

4. The kit would have been better without

4. The kit would have been better without

5. As a result of this kit, I can now

6. Additional comments

Please send to Arleen Arnsparger or Marjorie Ledell at Education Commission of the States, 707 17th Street, Suite 2700, Denver, Colorado 80202-3427.